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U.S. Army Research Institute
for the Behavioral and Social Sciences

Research Report 1632

Survey of Army Personnel Interested in Teaching

C. Emily Feistritzer
National Center for Education Information



November 1992

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U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

**A Field Operating Agency Under the Jurisdiction
of the Deputy Chief of Staff for Personnel**

**EDGAR M. JOHNSON
Acting Director**

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National Center for Education Information

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13. ABSTRACT (Maximum 200 words) For this report, more than 600 Army personnel who had inquired about alternative teacher certification were surveyed to provide demographic data, information about goals and backgrounds, and other information that could help the Army ease the transition of personnel into the teaching profession. Results indicate that the Army has a significant number of individuals who are competent in a wide variety of subjects and who are interested in teaching careers but who will require preparation, guidance, and transition assistance to successfully move into education.				
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Research Report 1632

Survey of Army Personnel Interested in Teaching

C. Emily Feistritzer

National Center for Education Information

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FOREWORD

In late 1991 and early 1992, the National Center for Education Information (NCEI) surveyed over 2,000 adults who had inquired, through the U.S. Department of Education, Recruiting New Teachers, Inc., and NCEI, about alternative routes for teacher certification. The results were published by NCEI in the report, "Who Wants to Teach?"

In summer of 1992, ARI received a request from the Deputy Assistant Secretary for Training and Education (ASA(M&RA)), U.S. Department of the Army, to have NCEI expand upon the first survey. A number of Army personnel had inquired about alternative teacher certification in response to the Army's New Careers in Education project. NCEI was to survey these individuals to provide urgently needed concrete data on who they were, their goals regarding education, their academic backgrounds, why they wanted to teach, and many other issues that could help ease the transition of Army personnel into the teaching profession. This report is the result of that survey.

This work was performed as part of the Manpower and Personnel Research Division's Exploratory Development program.

The results of the survey were briefed to the Office of the Deputy for Training and Education by the author on November 16, 1992. This information will be used as a policy indicator for programs to inform Army personnel about opportunities in education and to help to ease their transition into that career field.


EDGAR M. JOHNSON
Acting Director

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SURVEY OF ARMY PERSONNEL INTERESTED IN TEACHING

EXECUTIVE SUMMARY

Requirement:

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) contracted with the National Center for Education Information (NCEI) to conduct a survey to find out more about Army personnel who had expressed an explicit interest in teaching and in alternative teacher certification and to ascertain their level of interest in teaching, as well as their attitudes about a wide range of education-related issues.

The purpose of this report is to provide data, to analyze the results of a 59-item survey questionnaire of Army personnel conducted between 21 July and 18 September 1992, and to discuss the significance of the findings in relation to

- (1) who the individuals are (demographically and in terms of Army background),
- (2) their goals regarding the field of education,
- (3) their academic backgrounds,
- (4) why they want to teach, and
- (5) other issues relevant to the transitioning process.

Procedure:

The National Center for Education Information mailed a 59-item survey questionnaire 21-24 July 1992, to 1,943 persons who had contacted the Army New Careers in Education--Alternative Teacher Certification Program.

By 12 October 1992, the following numbers of questionnaires were returned to NCEI: officers--442; enlisted--286; no rank on label--92; returned by post office--214.

NCEI further categorized the respondents by whether or not they said they were employed in the Army at the time they filled out the questionnaire. The numbers of active Army personnel included in the analysis of the survey results are: officers--345; enlisted--206; total active Army--607. The total number of active Army respondents is greater than the sum of officers and enlisted because it includes 56 individuals for whom rank was not specified.

The responses of all active Army respondents were analyzed and compared with responses of individuals who identified themselves as employed in occupations outside education in an earlier 1992 NCEI survey and with teachers surveyed by NCEI in 1990 and/or 1986. Data showing attitudes of the general public are also included when such data are available.

Findings:

Not only were Army personnel genuinely interested in becoming teachers, they were optimistic about their prospects of becoming employed in education. Ninety-seven percent of Army respondents in the 1992 NCEI survey said they were interested in being teachers. More than half (53 percent) reported they expected to be in a job in education 5 years from now--one-third (33 percent) expect to be teaching grades K-12, 10 percent expect to be teaching postsecondary, and 10 percent expect to be in some other occupation in education. Only 1 percent of Army personnel in the NCEI survey expect to be unemployed and seeking work.

Army personnel interested in teaching were demographically representative of the Army as a whole--90 percent male and 23 percent nonwhite. Only 9 percent of the current public school teaching force is nonwhite and only 29 percent is male.

Army personnel in the NCEI survey were more satisfied with every aspect of their lives than any other groups surveyed by NCEI in 1992.

Army personnel are clearly planning ahead for what they might be doing when their Army service will end. Nearly a third (32 percent) of Army persons surveyed cited "want another job after retirement from current work" as a reason they think the number of persons interested in teaching is on the rise. This compares with only 9 percent of individuals surveyed by NCEI in 1992 who are employed in an occupation outside education.

Eighty-five percent of Army persons said they had inquired about alternative teacher certification because they "wanted to teach, had never obtained a license to teach before, and thought alternative teacher certification might be the best way to become certified to teach."

"Desire to work with young people" and "value or significance of education in society" topped the list of reasons Army personnel cited for their interest in teaching.

High percentages of Army personnel interested in teaching--as well as the general public--favored national standards (90 percent), a national curriculum (70 percent), and national standardized tests to measure academic achievement of students (79 percent).

Ninety-seven percent of Army personnel interested in becoming teachers, compared with 74 percent of public school teachers surveyed in 1990, agreed that requiring students to perform at grade level before they are passed on to the next grade would improve America's educational system.

Ninety-five percent said they were interested in teaching in public schools. Thirty-six percent reported they were willing to teach in inner cities, 67 percent in rural communities, 88 percent in small towns, and 84 percent in the suburbs. Nearly three-fourths (73 percent) of Army persons surveyed were interested in teaching senior high, 65 percent middle or junior high, and 28 percent elementary/kindergarten. Nine percent indicated they would teach in any state.

Areas of the greatest projected demand for teachers in the coming years were certainly well represented in the subjects that Army personnel surveyed said they wanted to teach. For example, more than a third (36 percent) of the current Army teaching-job seekers want to teach geography,

26 percent want to teach mathematics, 9 percent--special education, 9 percent--biology, 5 percent--chemistry, 10 percent--physics, and 27 percent--general and other sciences. Ten percent of Army persons surveyed want to teach a foreign language. Six percent of Army persons want to teach bilingual education. Sixteen percent want to teach vocational education, and 23 percent want to teach business education. Sixteen percent want to teach computer science.

Army personnel in the 1992 NCEI survey were more knowledgeable about licensing requirements for teaching than were people employed in other noneducation occupations. However, Army personnel were least knowledgeable about how teachers are hired, who hires teachers, teacher education programs, and how the school system is structured.

Sixty percent of active Army participants in the 1992 NCEI survey indicated they had a bachelor's degree (68 percent officers and 47 percent enlisted). About a fifth (19.6 percent) indicated they had a master's degree (26 percent officers and 8 percent enlisted).

Utilization of Findings:

This report provides much-needed data about the availability of Army personnel for educational jobs, as well as a wide range of information about who they are, why they want to teach, what and where they want to teach, their goals regarding education, and what they have to offer in terms of improving education in America.

This information will be used by the Office of the Deputy for Training and Education as a policy indicator for programs to inform Army personnel about opportunities in education and to help to ease their transition into that field.

SURVEY OF ARMY PERSONNEL INTERESTED IN TEACHING

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SURVEY OF ARMY PERSONNEL INTERESTED IN TEACHING

Introduction and Background

The Department of Defense (DOD) and the U. S. Department of Education issued a joint statement in 1986 encouraging retiring military personnel to pursue a second career as teachers. Since that time, several factors, including recent decisions to downsize the Army, have led to an increased emphasis by the Army on assisting the transitioning of personnel into the teaching profession.

The Department of the Army, in response both to the need to help Army personnel transition into other occupations and to the demand for high quality individuals in teaching and other careers in education, established an Army "New Careers in Education--Alternative Teacher Certification Program." An information paper describing the program, dated 20 October 1992, states:

Alternative teacher certification programs provide college graduates ways to become teachers without graduating from traditional teacher education programs. In the traditional route to certification, individuals complete college teacher education programs and graduate with certification from the state upon recommendation of that college. Alternative routes are designed for those who did not prepare in undergraduate classes to teach and subsequently want to obtain teaching credentials. Mid-career candidates and others who have significant workplace and/or teacher-related experience often benefit more from certification programs which teach them methodologies as interns who are actually practicing their skills in classrooms. Other programs of post-graduate instruction may be designed to reduce traditional preparation time through a combination of classwork and practicum.

The Army New Careers--Alternative Certification programs are designed to aggressively promote a segment of the "peace dividend," so that public education can benefit from the expertise transitioning Army personnel can bring to the Nation's classrooms.

The Department of the Army also set up a toll-free hotline for the Continental U. S. (1-800-227-LEAD) in June 1991. Hotlines were also installed in Germany, Korea, and Panama. Over 12,000 individuals have been registered in the data base as of November 1992 and have been sent specific information and names of contact persons in states that have alternative certification programs, as requested.

The Army Research Institute (ARI) was asked by the Department of the Army's Deputy Assistant Secretary for Training and Education to conduct a survey to find out more about military personnel who had expressed an interest in teaching and alternative teacher certification. ARI was asked to ascertain their level of interest in teaching, as well as their attitudes about a wide range of education-related issues.

Before further discussing Army personnel's interest in alternative teacher certification, it is important to briefly review the growth of such certification programs, the size of the perceived need for such programs, and the state of what is known about Americans in general who are interested in entering teaching through alternative teacher certification programs.

Teacher Demand--and Supply

For a decade now, alarms have been going off around the country that the United States was running out of teachers, especially good ones. A severe shortage was predicted for the early 1990s.

But that has not happened. What is happening is that supply is being replenished, sometimes from untraditional sources, and the demand for more and better teachers is being met.

The projected teacher shortage was based on the following assumptions: 1.) Elementary, and then secondary school enrollments, would increase; 2.) Attrition rates for teachers would rise; and 3.) No more people would study to be teachers than did in the early 1980s. Assuming all of these things would happen, the National Center for Education Statistics projected that, by 1992, the supply of new teacher graduates would be only two-thirds of the demand for new teachers.

What few people took into account was what is meant by a "new" teacher. The projections were based on the unspoken assumption that "new teacher" and "new teacher graduate" were synonymous. In other words, the projected number of new teachers was based on the expected number of teachers new to each school in the United States, not new to the teaching profession. Furthermore, it was assumed the supply of these new teachers would be new teacher graduates--people who had just completed a traditional college teacher education program.

The main reason the teacher shortage has not materialized is because "new to school" teachers are, in fact, not just new college graduates fully qualified to teach. Data from the National Center for Education Statistics, as well as from the National Center for Education Information (NCEI), show that about 30 percent of new teachers are actually former teachers coming back into the profession. More than half (56 percent) of "new to school district" teachers are re-entering teachers.

Data from NCES Schools and Staffing Surveys of 1987 (the latest year for which NCES has published data) show that new teacher graduates--persons who have just finished a teacher preparation program and have never taught before--actually constitute only about 10.5 percent of new hires. Transfers from one school to another account for 54.1 percent. Delayed entrants--persons who trained to teach, but did not go into teaching right away--constituted 5.7 percent of new hires, according to NCES.

Newly Hired Public School Teachers in 1987-88*

Source	Number	Percent
Newly Minted	32,235	10.5
Delayed Entrants	17,535	5.7
Transfers	166,355	54.1
Reentrants	91,648	29.8
Total:	307,773	100.0

* "Newly hired" in this table means "new to school"

Source: 1987-88 Schools and Staffing Surveys, National Center for Education Statistics.

Evolution of Alternative Teacher Certification

One response to the projected shortage of teachers was the development of alternative routes for certifying teachers. By law, no one is allowed to teach in a public school in the United States without a license (certificate) to do so. The responsibility for licensing teachers is the prerogative of each state in the United States. Each state has its own licensing requirements for teaching each subject area and grade level in that state. Over the years, many cumbersome requirements for licensing teachers have evolved in each of the 50 states and the District of Columbia; they are often not transferable from one state to another.

As the threat of looming shortages of teachers gained momentum, some states saw alternative routes for certifying teachers as a way to speed up the process of getting more teachers certified more quickly.

This rationale for alternative teacher certification--warding off teacher shortages by providing short-cut routes to certification--drew heavy criticism from the education establishment and threatened to give alternative teacher certification a bad name.

It is a well-known fact that New Jersey was the first state to enact legislation for an alternative route for certifying teachers in 1984. What is not so widely known is that the reason New Jersey initiated its program was to come up with a better solution to bringing nontraditional candidates into teaching besides issuing them emergency certificates until they fulfilled all the requirements for a regular teaching certification--a process that usually involves teaching right away, with no orientation or instructional support, much less training, while taking education courses at night and during summers. New Jersey set out to design a new program that involved actively recruiting liberal arts graduates and putting them through a school-based program, in collaboration with universities, that entailed the candidate's working with a mentor teacher, as well as formal instruction while teaching.

Surveys conducted by NCEI every summer since 1983 show that the number of states reporting that they were implementing an alternative route rose to 40 in 1992. Up until 1990, most states were considering some type of "dusted off" emergency certification program as an alternative route to the traditional college teacher education program for certifying teachers. NCEI's analysis of each of these "alternate route" programs revealed that very few of them were new programs specifically designed to meet the demand created by the growing market of adults who already have at least a bachelor's degree--many of whom have considerable life experience and success in other careers--who want to become licensed to teach.

NCEI data do show, however, that the number of individuals being certified through alternative routes is growing rapidly. From 1985 to 1990, only about 20,000 persons had been certified through a "true" alternative route. By 1992, that number had risen to an estimated 40,000.

The reason most often given for justifying alternative routes for certifying teachers has been concern that the nation is facing a shortage of teachers. There is ample evidence, discussed below, to suggest that, due primarily to demographic changes in the United States, no widespread shortage need occur.

Demographic Trends

Demographic trends in the United States indicate a major shift from younger to older age cohorts in the population. In addition, the proportion and number of adults who have at least one college degree continues to grow. The Bureau of Labor Statistics noted in its own Workforce 2000 projections that these trends portend a "shift to an older workforce" and that the "glut" of college degrees issued in the 1960s, while slowing, will continue.

In 1970, when elementary and secondary school enrollments were the highest they have ever been--and ever will be, if the Bureau of the Census projections hold up--there were 4 million more children of school age (between the ages of 5 and 17 years) than there were adults between 25 and 44 years. Today, there are 36 million more adults in this age category alone than there are children 5 to 17.

The U.S. Bureau of the Census reports that 21.4 percent (34.0 million) of the 158,694,000 persons 25 years and older had four or more years of college education as of March 1991. This compares with 10.7 percent of the 109,899,000 (11.7 million) in 1970 and 16.2 percent of the 132,836,000 (21.5 million) people 25 years and over in 1980.

While the numbers of persons in high-paying, white-collar jobs has been rising, not all college graduates are employed in such occupations, as the table below, using data from the Bureau of Labor Statistics, shows.

As the numbers and proportions of the population who have acquired more schooling have grown, so have unemployment and underemployment of persons who have attained more education.

The Bureau of Labor Statistics (BLS) reports that one in five college-educated workers in 1990 were in jobs that did not require a college degree. Of the 29 million people 25 years and older with at least four years of college who were in the labor force, 5.8 million (19.9 percent) were

unemployed (2.4 percent) or underemployed (17.5 percent), according to BLS. This compares with 1.1 million underutilized college graduates in 1970 and 3.6 million in 1980.

Number of persons employed in specific white-collar occupations in 1988 and projected 2000
(Numbers in thousands)

Occupation	1988	2000	Change
Lawyers	582	763	31%
Physicians	535	684	28%
Teachers			
Kindergarten/Elementary	1,359	1,567	15%
Secondary	1,164	1,388	19%
Registered Nurses	1,577	2,190	39%
Gen. Managers/Top Executives	3,030	3,509	16%
Computer Programmers	519	769	48%
Computer Systems Analysts	403	617	53%
Accountants and Auditors	963	1,174	22%
Writers and Editors	219	274	25%
Reporters and Correspondents	70	82	17%
Electrical and Electronics Engineers	439	615	40%

Daniel Hecker, an economist in the Division of Occupational Outlook at the Bureau of Labor Statistics, states, in an article in the July 1992 issue of the *Monthly Labor Review*, that "there are more jobseekers with college degrees than there are openings in jobs requiring a degree" and that "the relative earnings increase for college graduates was the result of a worsening job market for male high school graduates, not because of a shortage of workers with college degrees."

Hecker explains that one reason for the growth of college graduates in jobs not requiring a college degree was the doubling in number of college graduates in the labor force and a slower growth of jobs in occupations that required a college degree, such as teaching, research and development.

In a companion article in the same issue of the *Monthly Labor Review*, Kristina Shelley, an economist in the Office of Employment Projections of BLS, states, "a large number of college graduates were in jobs that do not require a 4-year degree because they could not find college-level jobs," and, "The proportion of college graduates who were underutilized has been quite high for nearly two decades."

BLS projects that, unless there is a greater upgrading of jobs requiring college degrees, the average annual openings in jobs requiring a degree will actually be fewer in the period from 1990 to

2005 than they had been between 1984 and 1990. The National Center for Education Statistics projects that the number of degrees awarded will continue to grow.

Thus, an oversupply of college graduates might provide an answer to any shortfall of newly graduated teachers. However, we have not known very much about highly educated adults who want to become teachers--their numbers, their backgrounds, their educational levels, their attitudes, or their experiences in trying to get into teaching.

Teacher Hiring in the U. S.--Is There a Shortfall?

Public elementary and secondary education in the United States is delivered through the 50 states and the District of Columbia. States, in turn, are organized into school districts. According to the National Center for Education Statistics, there were 15,358 school districts, delivering education to 41,223,804 students in 80,395 regular elementary and secondary schools in the United States in school year 1990-91, the latest year for which NCES has these data.

Distribution of regular public elementary and secondary school districts and students, by district membership size: 1990-91

District Membership Size	Districts Number	Percent	Percentage of Students
United States	15,358	100.0	100.0
100,000 or more	21	0.1	11.2
25,000 to 99,999	169	1.1	17.9
10,000 to 24,999	489	3.2	18.0
7,500 to 9,999	317	2.1	6.8
5,000 to 7,499	620	4.0	9.3
2,500 to 4,499	1,940	12.6	16.8
2,000 to 2,499	833	5.4	4.6
1,500 to 1,999	1,121	7.3	4.8
1,000 to 1,499	1,588	10.3	4.9
800 to 999	775	5.0	1.7
600 to 799	1,024	6.7	1.8
450 to 599	972	6.3	1.3
300 to 449	1,303	8.5	1.2
150 to 299	1,620	10.5	0.9
1 to 149	2,196	14.3	0.4
Zero	370	2.4	0.0

Source: "Public Elementary and Secondary Schools and Agencies in the United States and Outlying Areas: School Year 1990-91," U.S. Department of Education, National Center for Education Statistics, June 1992.

The real story in the organizational structure of education in the United States is the range of school districts by enrollment size. A mere one-tenth of one percent (21 of the 15,358) of all the school districts in this country enroll 11.2 percent of all the students. An additional 169 school districts (1.1 percent) enroll between 25,000 and 99,999 students each and, collectively, account for 17.9 percent of total elementary and secondary school enrollment. Adding the 489 school districts that enroll between 10,000 and 24,999 students takes the total number of school districts that account for nearly half (47.1 percent) of all students enrolled in elementary and secondary schools in this country to 996--just 4.5 percent of all the school districts in the United States.

More than half--8,260 (53.7 percent)--of all the school districts enroll fewer than 1,000 students each and, collectively, account for only 7.3 percent of total school enrollment. More than a third--5,489 (35.7 percent)--of the school districts enroll fewer than 450 students each and account, together, for only 2.5 percent of total enrollment.

These facts are crucial in the debate concerning whether or not the nation has enough qualified teachers to teach its children. They are especially important when quality is equated with teacher certification. Given the large number of school districts--and schools--that enroll fewer than 450 students at both the elementary and secondary levels, the issue of having fully certified teachers in each of the sciences, for example, becomes a serious one.

For example, many schools simply are so small that having a fully certified physics teacher and a fully certified chemistry teacher and a fully certified biology teacher is not feasible, since there are not enough students enrolled in each of these classes to warrant a full-time teacher in each of these fields.

What's Known About Interest in Certification

The National Center for Education Information has been at the forefront of research about alternative teacher certification and teacher supply and demand issues since 1983.

Evidence has been mounting recently that there are growing numbers of talented individuals who are interested in teaching. Who are these people seeking to become teachers? What is in their backgrounds to qualify them? What degrees do they hold? Why do they want to get into teaching? What experiences have they had as they sought to enter the teaching profession?

Hard data had not been collected, analyzed and disseminated about those trying to enter teaching through a non-traditional route. Nor was there solid information on what programs of preparation and licensing existed in non-traditional teacher programs. Further, statistics were not available on who among the myriad applicants was getting hired to teach.

The National Center for Education Information decided it was time to find the answers to these and other questions. NCEI undertook three surveys between October 1, 1991, and August 15, 1992. Their purpose was to collect, analyze and disseminate information concerning:

- Who is seeking to teach.
- Who is getting hired to teach.

- The status and content of alternative routes for certifying teachers in all 50 states and the District of Columbia.

One of the three surveys posed questions to the 1,003 adults who had inquired, through the U.S. Department of Education, Recruiting New Teachers, Inc., and NCEI, about alternative routes for teacher certification. Another covered all 50 state departments of education. The third survey went to 57 school district personnel officers throughout the nation, including 15 of the 19 that enroll 100,000 or more students.

The results of the individual and school district surveys are the subject of an 82-page publication, *Who Wants to Teach?* The results of the state study of alternative routes for certifying teachers are in a separate 270-page publication entitled *ALTERNATIVE TEACHER CERTIFICATION: A State-by-State Analysis 1992-93*.

Survey of Army Personnel Who Have Inquired About Teaching

The Army Research Institute contracted with the National Center for Education Information to conduct a survey to find out more about Army personnel who had expressed an explicit interest in teaching and alternative teacher certification and to ascertain their level of interest in teaching, as well as their attitudes about a wide range of education-related issues.

The purpose of this report is to provide data and analyze the results of a 59-item survey questionnaire of Army personnel conducted between July 21 and September 18, 1992. The questionnaire is at Appendix A.

Method

The National Center for Education information mailed a 59-item survey questionnaire, cover letter, and postage-paid envelope July 21-24, 1992, to 1,943 persons who had contacted the Army New Careers in Education--Alternative Teacher Certification Program. Pressure-sensitive labels for these individuals were selected and printed by the Department of Army from its database of approximately 12,000 persons who had called the 800 number inquiring about careers in education and alternative teacher certification. With a list provided by the Department of Army, by rank, NCEI separated the individuals into three categories:

Officers--1,054 (included 81 warrant officers)

Enlisted--622

No rank on label--307

On September 18, a follow-up mailing was sent to 750 persons who had already received the first mailing. The labels for this mailing were also provided by the Army New Careers in Education--Alternative Teacher Certification Program.

By October 12, 1992, the following numbers of questionnaires were returned to NCEI:

Officers--442; Enlisted--286; No rank on label--92; returned by post office--214.

NCEI made another cut of respondents by whether or not they said they were employed in the Army or not at the time they filled out the questionnaire. The numbers of active Army personnel who were included in the analysis of the survey results are: Active officers--345; Active enlisted--206; total active Army--607. The total number of active Army respondents includes 56 individuals for whom rank was not specified and is, therefore, greater than the sum of active officers and enlisted.

This report analyzes the responses of all active Army respondents, active officers and active enlisted. Responses of individuals who identified themselves as employed in another occupation outside education in the February 7 to April 27, 1992, NCEI survey of persons who had inquired about alternative teacher certification are compared with those of Army respondents. In addition,

where the same question asked in this 1992 survey of individuals who had inquired about alternative teacher certification was also asked of teachers surveyed by NCEI in 1990 and/or in 1986, a column showing the data for the public school teachers' responses is included. Data regarding attitudes of the general public, when available, are also provided.

Army Survey Results

Demographics

Age

The average age of Army persons in the NCEI survey of individuals who were interested in becoming teachers was 40 years. This compares with an average age of 35 years for individuals surveyed by NCEI who identified themselves as currently employed in an occupation outside education in spring 1992. The average age of all public school teachers is 42 years and 35 years for new hires surveyed by NCEI in 1990. (Table 1)

Sex

Nine out of 10 (ninety percent) of active Army personnel surveyed were male, compared with only 29 percent of the public school teaching force. In addition, only 23 percent of new hires surveyed by NCEI in 1990 were male and 23 percent of newly hired public school teachers in fall 1987 were male, according to the National Center for Education Statistics Schools and Staffing Survey of Teachers. Slightly more than half (52 percent) of persons employed outside of education who were interested in becoming teachers were male.

Race

Nearly one-fourth (23 percent)--16 percent of officers and 38 percent enlisted--of active Army personnel in the NCEI sample were non-white, compared with nine percent of current teachers and eight percent of current college teacher education students. Only 10 percent of newly hired public school teachers in fall 1987 were minority, according to NCES. Fifteen percent of persons interested in becoming teachers who were employed outside education were non-white.

Type of Community

Eight percent of Army personnel surveyed by NCEI who are interested in teaching lived in inner cities, 34 percent in small, non-rural towns, 51 percent in the suburban areas and nine percent in rural communities. For individuals employed outside education, the percentages who lived in these types of communities were: inner city--18 percent; small town, non-rural--25 percent; suburban--48 percent; and rural--nine percent. For public school teachers surveyed in 1990, the percentages who lived in these types of communities were: inner city--19 percent; small town, non-rural--33 percent; suburban--28 percent; and rural--20 percent.

Marital Status

Nearly nine out of 10 (88 percent) of Army personnel in the NCEI survey were married, five percent were single/never married, and eight percent were divorced or separated. This compares with 75 percent of public school teachers and 42 percent of persons employed outside education who were interested in becoming teachers who were married, 10 and 12 percent, respectively, who

Table 1
Demographic profile

Active Army Personnel				Current Employment	Teachers
	Active Army	Active Officers	Active Enlisted	Outside Education	1990
Base:	607	345	206	301	2380
	%	%	%	%	
Sex					
Male	90	91	88	52	29
Female	10	9	12	48	71
Race					
Amer. Indian/Alaskan	3	3	2	2	*
Asian/Pacific Islander	2	3	3	2	1
Black	12	6	21	8	5
White	77	84	62	85	92
Hispanic	7	4	12	2	2
Age					
Average (in years)	39.6	39.8	37.5	34.8	41.8
<=24	3	1	6	25	5
25-29	10	8	12	16	10
30-34	18	17	20	15	16
35-39	24	22	27	15	21
40-44	28	29	24	13	21
45-49	16	20	9	6	14
50-54	2	2	1	5	8
55-59	0	0	1	4	4
60-64	0	0	0	0	1
65+	0	0	0	0.6	*
Type Community					
Inner City	8	6	12	18	19
Small Town, Non-Rural	34	31	37	25	33
Suburban	51	52	43	48	28
Rural	9	11	8	9	20
Marital Status					
Married	88	89	83	42	75
Divorced/Separated	8	6	9	12	10
Widowed	0	0	0	2	2
Single/Never Married	5	5	7	44	13
1991 Salary					
Average	\$42,100	\$49,000	\$26,500	\$26,500	\$34,213

* denotes less than 0.5 percent

Total Active Army includes 56 individuals for whom rank was not specified

were divorced or separated, two percent each who were widowed, and 13 and 44 percent who were single/never married.

Occupations

Small percentages of active Army personnel reported having been employed in occupations other than their Army service. The most represented occupational experience was business, with four percent of officers and eight percent of enlisted listing it as a former occupation. (Table 2)

Four percent of active Army in the survey reported they had been in law enforcement, five percent had been employed as teachers, two percent as professors, two percent as counselors and one percent as social workers.

Table 2

Percentage of military persons who have ever been employed in the following occupations

Active Army Personnel				Current Employment	Teachers
	Active Army	Active Officers	Active Enlisted	Outside Education	1990
Base:	607	345	206	301	2380
	%	%	%	%	%
Accountant	2	1	3	4	2
Architect	*	*	0	1	0
Business	6	4	8	24	17
Clerical	3	1	5	23	2
Corporate executive	*	*	1	3	*
Counselor	2	2	2	10	1
Dentist	0	0	0	0	0
Doctor, medical	*	*	0	0	9
Economist	*	0	1	1	1
Engineer	1	1	0	5	2
Factory worker	5	4	8	7	1
Farmer, agriculture	2	2	1	3	
Government	3	3	3	10	0
Homemaker	1	1	1	5	
Journalist	1	*	1	4	1
Law enforcement	4	4	3	2	
Lawyer	*	1	0	3	*
Librarian	*	*	1	2	3
Marketing and sales	3	3	3	17	0
Mathematician	0	0	0	2	*
Military	100	100	100	11	5
Nurse	*	1	0	1	1
Professor	2	2	1	1	*
Psychologist or psychiatrist	0	0	0	0	0
Scientist	*	*	0	2	1
Social worker	1	1	1	7	2
Teacher	5	4	6	23	100
Technician	2	2	3	7	
Other	4	5	3	26	27

* denotes less than 0.5%

Reasons for Inquiring About Alternative Teacher Certification

Eighty-five percent of Army personnel who participated in the NCEI survey said the reason they had inquired about alternative teacher certification was because they "wanted to teach, had never obtained a license to teach before, and thought alternative teacher certification might be the best way to become certified to teach." Seven percent of Army respondents gave as a reason they had inquired about alternative teacher certification, "Had no real interest in becoming a teacher, but had read or heard about alternative teacher certification and wanted to know more about it." Nine percent gave some "other" reason. The most frequently given "other" reason was planning ahead for when they would be leaving the Army. (Table 3)

Why Interest in Teaching Is on the Rise

"Want to improve American education" was the most frequently cited reason active Army persons in the NCEI survey gave in answer to the question, "Why do you think the number of people interested in teaching is on the rise?" Nearly half (45 percent) of active Army persons--42 percent officers and 51 percent of enlisted--checked this item as a reason for increased interest in teaching. (Table 3)

About one-fourth of active Army persons, as well as persons in another occupation outside education, cited "believe there are job openings for teachers" and "want a career change" as reasons for rising interest in teaching.

Only 10 percent of active Army gave as a reason, "dissatisfied with current job," compared with 22 percent of persons employed in an occupation outside education.

Nearly one-third of active Army (32 percent--34 percent officers and 30 percent enlisted) cited "want another job after retirement from current work" as a reason the number of people interested in teaching is on the rise. This compares with only nine percent of persons employed in other occupations outside education who gave this as a reason for the rise in interest in teaching.

Table 3

Reasons for interest in alternative certification and in teaching

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607 %	345 %	206 %	301 %
<i>At the time you first inquired about alternative teacher certification, what was your reason?</i>				
Wanted to teach, never had license	85	82	86	64
No interest in becoming a teacher, just curious	7	7	6	1
Teaching, wanted to teach different subject	0	1	0	2
Teaching, change state	0	0	0	3
Teaching, private school	0	0	0	2
Needed to upgrade license	0	0	1	14
Other	9	9	6	11
<i>Why do you think the number of people interested in becoming teachers is on the rise?</i>				
Want to improve American education	45	42	51	48
Want another job after retirement from current work	32	34	30	9
Want a career change	27	29	25	31
Believe there are job openings for teachers	25	27	19	22
Being laid off current job	13	18	3	10
Dissatisfied with current job	10	11	8	22
Want to have a job that enables one to be home when own children are home	7	9	6	16
Job security	6	7	6	9
Long summer vacations	5	5	4	10
Other	9	4	2	7

Reasons for Wanting To Teach

Army personnel interested in becoming teachers gave dramatically different reasons for their interest in teaching than did public school teachers surveyed by NCEI in 1990. Nearly seven out of ten (69 percent) interested in alternative teacher certification gave "Value or significance of education in society" as one of the three main reasons they wanted to teach. By contrast, only 32 percent of public school teachers surveyed in 1990 cited this as a reason they entered teaching and only 38 percent as a reason they stayed in teaching. (Table 4)

The sub-group in the 1992 sample of individuals who had inquired about alternative teacher certification who most frequently cited as a main reason for interest in teaching "Value or significance of education in society" was made up of those who are currently employed in an occupation outside education (75 percent).

"Desire to work with young people" was cited as an important reason by all groups. But teachers in 1990 gave it somewhat more significance (78 percent) than did either Army personnel (71 percent) or persons who were employed in an occupation outside education (64 percent).

Nearly one-third (31 percent) of public school teachers surveyed in 1990 cited "long summer vacation" and "job security" (32 percent) as main reasons for teaching. Only eight percent of Army persons surveyed listed "long summer vacation" and 11 percent cited "job security" when asked for the three main reasons for their interest in being a teacher.

Fifteen percent of teachers in 1990 said one of the three main reasons they were presently teaching was because they "need(ed) a second income in the family." This was cited by fewer than 0.5 percent of Army personnel as a reason for wanting to teach. However, 13 percent of Army persons cited "spend more time with my family" as a reason for interest in teaching.

Three out of ten (30 percent) of teachers surveyed in 1990 also cited "too much invested to leave now" as a main reason for presently teaching.

Table 4

What are the THREE main reasons you have interest in being a teacher?

Active Army Personnel				Current Employment	Teachers	
	Active Army	Active Officers	Active Enlisted		1990	
Base:	607	345	206	301	1144	2380
	%	%	%	%	%	%
					O*	P*
Desire to work with young people	71	69	70	64	70	78
Value or significance of education in society	69	68	68	75	32	38
Interest in subject-matter field	31	33	27	38	43	32
Influence of a teacher in elementary or sec. school	24	21	23	16	28	5
Wanted a change from other work	18	19	13	15	6	*
Opportunity for lifetime of self growth	17	17	19	29	10	16
Spend more time with family	13	14	11	8		
Job security	11	10	9	4	19	32
Influence of teacher or advisor in college	8	5	12	7	7	1
Long summer vacation	8	7	10	7	26	31
Employment mobility	7	5	11	9	6	5
Sense of freedom in my own classroom	6	8	4	11	9	21
One of the few professions open to me	3	3	2	1	11	5
Financial rewards	1	2	0	2	4	7
Never really considered anything else	1	1	2	2	28	9
Need a second income in the family	0	0	1	1	4	15
Preparation program in college appealed to me	0	0	0	1	8	*
Wanted a suitable job until marriage	0	0	0	0	4	*
Need for income after termination of my marriage	0	0	0	0	1	3
Too much invested to leave now	0	0	0	*	1	30
Other	12	11	15	10	7	6

O* = Reason for originally going into teaching; P* = Reasons for presently being a teacher * denotes less than 0.5%

What's Most Important on the Job?

There were striking differences between teachers surveyed in 1990 and in 1986 by NCEI and those of Army personnel inquiring recently about alternative teacher certification, in responses to the question, "If you had to choose, which of these are most important to you on the job? Check two or three." (Table 5)

"A chance to use your mind and abilities" was checked by 85 percent of the Army who have inquired about alternative teacher certification, compared with 65 percent of teachers in 1990 and 63 percent of teachers in 1986.

"A good salary" was more important to teachers in 1986 (51 percent) and in 1990 (45 percent) than to those Army surveyed in 1992 (28 percent).

The average salary that those Army seeking to teach in 1992 would accept as a beginning teacher was \$24,400. They reported average earnings for calendar year 1991 as \$42,100. The average age of these Army personnel was 40 years.

Table 5

If you had to choose, which of these are most important to you on the job?

Active Army Personnel				Current Employment Outside Education	Teachers	
	Active Army	Active Officers	Active Enlisted		1986	1990
Base:	607	345	206	301	1144	2380
	%	%	%	%	%	%
A chance to use your mind and abilities	85	86	82	90	63	65
Chance to work with young people – see young people develop	71	71	75	62	62	71
Appreciation for a job well done	51	51	49	57	54	41
Job security	29	28	27	24	27	25
A good salary	28	27	22	30	51	45
Medical and other benefits	14	15	10	12	16	18
A clean, quiet, comfortable place to work	8	6	14	5	12	16
Being able to retire early with a good pension	2	2	1	1	10	5

Attitudes About School Reform Proposals

Nowhere in the survey were differences more striking, between Army personnel seeking to become teachers in 1992 and the public school teachers surveyed by NCEI in 1990, than in their responses to questions about proposals for school reform. (Table 6)

Of all groups surveyed by NCEI in 1992, Army personnel were most in favor of establishing national standards for student achievement (90 percent Army, compared with 72 percent of those employed outside education), a national curriculum (70 percent, compared with 53 percent of individuals employed in occupations outside education), and use of standardized national tests to measure academic achievement (79 percent and 51 percent, respectively).

Army persons were least in favor of schools' adjusting to students, flexible standards for student achievement, and letting each individual school decide how it will operate.

Army persons interested in teaching favored a series of education reform proposals by greater margins than teachers surveyed in 1990. The proposals and the responses:

- Involve parents more directly in the running of schools--87 percent, compared with 60 percent of teachers.
- Lengthen the school year--61 percent, as against 26 percent of teachers in 1990.
- Lengthen the school day--36 percent, versus 16 percent of teachers.
- Recruit adults into teaching who have experience in careers other than education--97 percent, compared with 56 percent of teachers in 1990.
- Allow parents to send their children to the school of their choice--72 percent, versus 53 percent.

The general public's attitudes about reform proposals are more in agreement with those of the Army respondents, as evidenced by the 1991 "Gallup Poll of the Public's Attitudes Toward the Public Schools." As Table 6 shows, 81 percent of the public favored national standards for student achievement. Seventy-seven percent favored national tests, and 68 percent favored a national curriculum. Sixty-two percent think parents should be allowed to send their children to the public school of their choice. Fifty-one percent favored a longer school year, and 46 percent of the public favored a longer school day.

Table 6

Percentage of respondents who agree the following would improve America's educational system

Active Army Personnel				Current Employment	Teachers	General Public **
	Active Army	Active Officers	Active Enlisted	Outside Education	1990	1991
Base:	607	345	206	301	2380	1500
	%	%	%	%	%	%
Require that students perform at grade level before they are passed on to the next grade	97	97	95	92	74	n/a
Recruit adults into teaching who have experience in careers other than education	97	96	95	91	56	n/a
Reduce class size	94	94	87	91	n/a	n/a
Increase financial resources	91	89	92	84	n/a	n/a
Establish national standards for student achievement	90	88	87	72	n/a	81
Swiftly get rid of mediocre and incompetent teachers	90	92	85	82	n/a	n/a
Reward outstanding teachers whose students learn more	88	88	84	77	n/a	n/a
Involve parents more directly in the running of schools	87	87	80	78	60	n/a
Give teachers greater authority in the running of schools	82	80	83	85	90	76
Use standardized national tests to measure academic achievement of students	79	79	74	51	n/a	77
Recruit adults with experience as managers/administrators in careers other than education into positions as superintendents and principals	77	80	68	68	28	n/a
Allow parents to send their children to the school of their choice	72	73	67	63	53	62
Allow greater flexibility at the school-building level in determining what and how students are taught	71	67	74	76	84	n/a
Use a national curriculum	70	64	73	53	n/a	68
Lengthen the school year	61	57	66	61	26	51
Let each individual school decide how the school will operate	54	57	50	57	65	n/a
Lengthen the school day	36	33	40	39	16	46
Close schools at which student achievement drops below a certain level	17	17	19	19	n/a	n/a

** Survey of 1,500 adults conducted by the Gallup Organization, 3-17 May 1991

Attitudes About Student Learning

Wide disparities emerged among the sub-groups concerning attitudes about student learning. Eighty-three percent of public school teachers surveyed in 1990 agreed with the statement, "Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting students to meet the norms of the school." Forty-four percent of Army respondents (38 percent officers and 55 percent enlisted) and 61 percent of those employed in an occupation outside education agreed with the statement. (Table 7)

Seventy-seven percent of teachers in the 1990 survey and 75 percent of persons employed in non-education occupations surveyed in 1992, compared with 61 percent of Army personnel surveyed in 1992, agreed with the statement, "Standards of academic achievement should be flexible enough that every child can feel successful."

Only nine percent of Army personnel surveyed agreed with the statement, "Individual students are the best judges of what they need to learn and when they need to learn it." This compares with 18 percent of persons in occupations outside education surveyed in 1992 who were interested in becoming teachers and 13 percent of public school teachers surveyed in 1990 who agreed with the statement.

Table 7

**Percentage of respondents who agree with the following statements
about student learning**

Active Army Personnel				Current Employment	Teachers
	Active Army	Active Officers	Active Enlisted	Outside Education	1990
Base:	607	345	206	301	2380
	%	%	%	%	%
Standards of academic achievement should be flexible enough that every child can feel successful	61	62	58	75	77
Socioeconomic background does not prevent students from performing at the highest levels of achievement	54	57	50	58	n/a
Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting students to meet the norms of the school	44	38	55	61	83
Even the best teachers will find it difficult to really teach more than two-thirds of their students	43	41	46	49	n/a
Students of a given race/ethnic group are best taught by teachers of the same race/ethnic group	15	13	18	17	13
Individual students are the best judges of what they need to learn and when they need to learn it	9	8	11	18	13

Extra Pay for Teachers

Very high percentages of Army respondents in all categories analyzed favor extra pay for teachers "for teaching particularly effectively" (83 percent--85 percent, officers and 75 percent enlisted) and "for teaching in dangerous environments" (87 percent). Smaller proportions, but still more than half, favor extra pay "for serving as mentors for new teachers" (59 percent) and "for teaching 'core' subjects" (52 percent). (Table 8)

The general public was not so enthusiastic about favoring extra pay for teachers in all of these situations. More than half (53 percent) of the public surveyed by the Gallup Organization in 1991 said they were opposed to extra pay for teachers who teach the "core" subjects. Thirty-nine percent of the public was opposed to paying teachers more who serve as mentors. Twenty-nine percent and 24 percent, respectively, were opposed to teachers' getting extra pay for teaching in dangerous environments and for teaching particularly effectively.

Table 8

Do you favor or oppose extra pay for teachers in each of the following situations?

Active Army Personnel				Current Employment	General
	Active Army	Active Officers	Active Enlisted	Outside Education	Public **
Base:	607	345	206	301	1500
	%	%	%	%	%
Teaching particularly effectively					
Favor	83	85	75	82	69
Oppose	10	8	14	11	24
Don't Know	8	7	11	7	7
Teaching "core" subjects					
Favor	52	50	52	34	39
Oppose	31	31	33	45	53
Don't Know	18	19	15	21	8
Teaching in dangerous environments					
Favor	87	85	86	83	63
Oppose	7	7	7	9	29
Don't Know	8	8	7	9	8
Serving as mentors for new teachers					
Favor	59	58	57	63	49
Oppose	27	27	29	22	39
Don't Know	16	16	15	15	12

** Survey of 1,500 adults conducted by the Gallup Organization, 3-17 May 1991

Main Purposes of Education

More Army personnel in the 1992 NCEI survey cited teaching students job skills and preparing students for college as main purposes of education than did public school teachers surveyed in 1990 and than did persons employed in another occupation outside education in 1992. (Table 9)

Sixty-two percent of teachers surveyed in 1990 thought helping students develop sound character was a main purpose of education. This compares with 39 percent of Army personnel and 52 percent of persons in occupations outside education surveyed in 1992.

The most frequently cited purpose of education by all groups was "teach students reasoning and analytical skills"--84 percent Army, 84 percent teachers and 78 percent persons in occupations outside education.

Table 9
Main purposes of education

Active Army Personnel				Current Employment	Teachers
	Active Army	Active Officers	Active Enlisted	Outside Education	1990
Base:	607	345	206	301	2380
	%	%	%	%	%
<i>In your opinion, what are the main purposes of education today?</i>					
Teach students reasoning and analytical skills	84	85	80	78	84
Teach students job skills	54	57	47	48	49
Prepare students for college	54	52	54	43	37
Help students develop sound character	39	39	38	52	62
Instill sound morals and ethical principles in America's youth	36	34	38	29	40
Help students stay out of trouble with the law	6	5	9	4	1
Other	17	18	15	18	9

Interest in Teaching / Type of School

Ninety-seven percent of Army personnel in the 1992 NCEI survey said they were interested in teaching. (Table 10)

Ninety-five percent said they wanted to teach in public schools. Seventy-three percent want to teach high school, 65 percent middle or junior high school, 28 percent kindergarten or elementary grades, and 43 percent said they would like to teach at the postsecondary level. (Table 10)

Thirty-six percent said they were willing to teach in inner cities. This compares with only four percent of current teacher education students who say they want to teach in inner cities. Sixty-seven percent said they would teach in rural areas of the country. (Table 10)

Table 10
Interest in teaching

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
<i>Are you currently interested in being a teacher?</i>				
Yes, not currently teaching	93	92	94	89
Yes, currently teaching	4	5	2	6
No	4	3	4	5
<i>What grade levels are you interested in teaching?</i>				
Elementary/Kindergarten	28	26	30	41
Middle/Junior High	65	62	67	54
Senior High	73	74	64	72
Postsecondary	43	45	38	43
<i>What type(s) of schools are you interested in teaching in?</i>				
Public	95	91	97	95
Private/Catholic	30	33	23	38
Private/Other religious	31	35	22	34
Private, Non-sectarian	50	55	42	57
<i>What type(s) of communities are you willing to teach in?</i>				
Inner City	36	31	45	45
Small Town, Non-Rural	88	90	80	81
Suburban	84	86	76	90
Rural	67	69	65	66

States Prospective Teachers Would Like To Teach In

Nine percent of Army persons surveyed indicated they would teach in any of the states. More than a fifth expressed an interest in teaching in the following states: Arizona, Colorado, Florida, Georgia, New Mexico, North Carolina, Oregon, South Carolina, Texas, Virginia and Washington. (Table 11) Fifteen to 20 percent said they would like to teach in 18 additional states: Alabama, Alaska, California, Hawaii, Idaho, Illinois, Kansas, Kentucky, Maine, Maryland, Missouri, Montana, Nevada, Ohio, Pennsylvania, Tennessee, Vermont and Wyoming.

Table 11
States prospective teachers would like to teach in

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
ANY OF THEM	9	9	7	20
Alabama	17	16	18	22
Alaska	18	18	16	26
Arizona	27	28	20	32
Arkansas	12	13	9	24
California	19	18	17	41
Colorado	34	36	27	39
Connecticut	12	12	11	27
Delaware	12	13	8	26
District of Columbia	12	12	11	27
Florida	33	33	30	35
Georgia	25	27	19	28
Hawaii	17	16	17	27
Idaho	19	21	14	26
Illinois	16	15	16	33
Indiana	13	13	12	29
Iowa	14	14	11	27
Kansas	15	16	14	27
Kentucky	15	14	15	26
Louisiana	13	13	12	23
Maine	15	17	11	28
Maryland	19	22	14	36
Massachusetts	11	12	10	32
Michigan	13	13	12	32
Minnesota	13	14	9	26
Mississippi	12	11	11	22
Missouri	18	17	20	26
Montana	18	20	12	28
Nebraska	14	15	12	25
Nevada	15	15	11	28
New Hampshire	14	16	10	27
New Jersey	12	11	9	28
New Mexico	22	24	17	28
New York	13	14	11	32
North Carolina	22	25	16	29
North Dakota	11	12	9	21
Ohio	15	15	14	28
Oklahoma	14	14	11	23
Oregon	23	24	19	32
Pennsylvania	19	22	12	35
Rhode Island	11	11	9	24
South Carolina	22	25	14	26
South Dakota	11	13	7	22
Tennessee	19	18	20	25
Texas	41	39	45	33
Utah	14	16	9	26
Vermont	15	18	11	27
Virginia	26	28	21	35
Washington	25	26	23	36
West Virginia	14	15	11	24
Wisconsin	14	14	11	27
Wyoming	16	20	8	25

Subjects Sought To Teach

Areas of the greatest projected demand for teachers in the coming years were certainly well represented in the subjects that participants in this survey said they wanted to teach. For example, fewer than a half of one percent of teachers surveyed by NCEI in 1990 were teachers of bilingual education. Six percent of Army persons interested in becoming teachers in this 1992 survey want to teach bilingual education. (Table 12)

More than a third (36 percent) of the current Army teaching-job seekers want to teach geography, 26 percent want to teach mathematics, nine percent--special education, nine percent--biology, five percent--chemistry, 10 percent--physics, and 27 percent--general and other sciences.

Fewer than a half of one percent of the current public school teaching force in the United States teaches physics, one percent teaches chemistry, and two percent teaches biology.

Ten percent of Army persons surveyed want to teach a foreign language. Only two percent of public school teachers are teaching foreign languages.

Sixteen percent of Army respondents want to teach vocational education, and 23 percent want to teach business education.

Sixteen percent want to teach computer science. Only one percent of the current teaching force in America teach computer science. Only two percent of public school teachers teach vocational education, and only one percent teach business education.

The area of greatest demand for teachers in the United States--special education--was not well represented as a subject area of interest among Army personnel. Only nine percent of Army personnel in the 1992 NCEI survey said they wanted to teach special education. Ten percent of current public school teachers are in special education. It is the area of highest demand for teachers in the United States at this time.

Table 12

Subjects prospective teachers want to teach

Active Army Personnel				Current Employment	Teachers
	Active Army	Active Officers	Active Enlisted	Outside Education	1990
Base:	607	345	206	301	2380
	%	%	%	%	%
SUBJECT AREAS					
Early childhood	3	3	5	16	n/a
General elementary	17	14	23	26	27
Art/Music	3	2	5	10	6
Basic skills and remedial ed	n/a	n/a	n/a	n/a	2
Bilingual education	6	3	11	7	*
Business education	23	21	23	17	1
Computer science	16	16	14	13	1
English/language arts	12	13	13	25	9
English as second language	7	6	8	10	1
Foreign language	10	10	9	10	2
Gifted	n/a	n/a	n/a	n/a	1
Geography	36	42	24	28	n/a
Health/Physical education	20	19	21	12	5
History	45	48	40	37	n/a
Home economics	3	2	2	3	2
Literature	11	11	13	22	n/a
Mathematics	26	30	16	21	9
Reading	17	16	18	26	3
Religion/philosophy	10	11	8	10	0
Social studies/social science	42	46	31	40	8
Biology	9	10	9	6	2
Chemistry	5	6	4	4	1
Physics	10	11	6	5	*
General and other sciences	27	29	22	14	3
Special education	9	5	16	8	10
Vocational education	16	12	23	12	2
Other	10	9	9	14	4

* denotes less than 0.5 percent

Money

Average Earnings from Primary Job in 1991

The average earnings from the primary job in 1991 reported by the Army personnel was \$42,100 (\$49,000 for officers and \$28,200 for enlisted). (Table 13)

The average earnings for full-time, year-round workers with four or more years of college in 1991 was \$45,150, according to the Bureau of the Census.

The average earnings for all workers with four or more years of college was \$38,861.

The average salary for K - 12 teachers on a 9.5-month contract was \$34,213, according to the American Federation of Teachers.

Would Like To Earn/Would Accept as a Beginning Teacher

The average salary Army respondents said they would like to earn as a beginning teacher was \$28,300. The average salary they would accept as a beginning teacher was \$24,400. The average beginning teacher salary was \$22,171 in the 1991-92 school year, according to the American Federation of Teachers.

Table 13
Money

Active Army Personnel				Current Employment	Teachers
	Active Army	Active Officers	Active Enlisted	Outside Educ	1991
Base:	607	345	206	301	2380
Average age	40	40	38	35	42
Average earnings 1991	\$42,100	\$49,000	\$28,200	\$26,500	\$34,213
	%	%	%	%	
<=\$20,999	9	2	20	43	
\$21,000-\$25,999	9	3	22	17	
\$26,000-30,999	11	6	21	12	
\$31,000-35,999	11	7	19	6	
\$36,000-40,999	15	16	13	7	
\$41,000-45,999	8	11	2	3	
\$46,000-50,999	12	17	1	1	
\$51,000-55,999	7	9	1	2	
\$56,000-60,999	7	11	0	*	
\$61,000-65,999	4	5	1	1	
\$66,000-70,999	4	6	0	*	
\$71,000-75,999	2	3	0	1	
>\$75,000	2	3	0	4	
Like to earn as beginning teacher					
Average	\$28,300	\$28,700	\$26,300	\$25,200	n/a
	%	%	%	%	
<=\$15,999	1	1	2	3	
\$16,000-20,999	10	8	13	18	
\$21,000-\$25,999	39	37	46	40	
\$26,000-30,999	27	28	23	27	
\$31,000-35,999	11	13	8	9	
>\$35,000	11	12	7	3	
Would accept as beginning teacher					
Average	\$24,400	\$25,000	\$22,700	\$21,800	\$22,171
	%	%	%	%	
<=\$15,999	2	1	4	6	
\$16,000-20,999	30	27	35	43	
\$21,000-\$25,999	38	38	41	33	
\$26,000-30,999	22	24	15	13	
\$31,000-35,999	6	7	2	4	
>\$35,000	2	2	2	1	

* denotes less than 0.5 percent

Knowledge About Becoming a Teacher

Army personnel in the 1992 NCEI survey were more knowledgeable about licensing requirements for becoming a teacher than were people employed in other occupations outside education. However, Army personnel were least knowledgeable about how teachers are hired, who hires teachers, teacher education programs and how the school system is structured. (Table 14)

Nearly four out of 10 (38 percent) of Army persons surveyed said they knew "quite a lot" about licensing requirements for becoming a teacher. An additional 45 percent reported they knew "some" about this aspect of becoming a teacher. Only 16 percent of Army, compared with 31 percent of persons employed in other occupations outside education, said they knew little or nothing about licensing requirements.

More than half (53 percent) of Army respondents, compared with 29 percent of people in other careers, knew very little or nothing about how teachers are hired. Two-thirds (65 percent) of Army know little or nothing about who hires teachers, and 55 percent know very little or nothing about how the school system is structured. Fifty-nine percent aren't knowledgeable about teacher education programs. Army personnel and persons who have never taught before know least about these aspects of becoming a teacher.

Table 14

How much do you know about the following aspects of becoming a teacher?

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
Licensing requirements				
Quite a lot	38	39	36	31
Some	45	47	43	34
Very little	14	11	17	23
Nothing	2	2	3	8
Not sure	1	1	1	4
How teachers are hired				
Quite a lot	10	8	12	28
Some	38	42	30	42
Very little	40	41	37	22
Nothing	13	8	19	7
Not sure	1	0	2	1
Who hires teachers				
Quite a lot	7	6	7	18
Some	28	33	19	40
Very little	48	47	48	33
Nothing	17	14	23	9
Not sure	1	0	3	1
Teacher education programs				
Quite a lot	10	9	10	21
Some	31	34	26	40
Very little	41	42	37	29
Nothing	18	14	24	9
Not sure	1	0	3	1
How the school system is structured				
Quite a lot	8	7	7	19
Some	37	41	31	45
Very little	41	41	40	27
Nothing	14	10	21	9
Not sure	1	0	1	1

Preparation To Teach

Not surprisingly, 86 percent of active Army persons surveyed who had inquired about alternative teacher certification said they had never been in any type of teacher preparation program. Five percent actually reported they had completed a regular college-based teacher preparation program and had completed all the requirements for a full or standard certificate to teach. None had completed what the state calls an "alternative certification program." (Table 15)

Two percent said they were participating in a regular college-based teacher preparation program, and two percent reported they were participating in an alternative teacher certification program. Four percent checked "Other."

Table 15

Status regarding a teacher preparation program leading to an initial license to teach

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
Never been in any teacher preparation program	86	86	84	57
Completed a regular college-based teacher preparation program	5	7	4	28
Completed an alternative teacher preparation program	0	0	0	1
Currently participating in a regular college-based teacher preparation program	2	2	1	0
Participating in an alternative certification program	2	2	1	2
Other	4	4	8	12

Education Courses

Army personnel in the survey are favorably disposed to education courses in training people how to teach or instruct students. One-fourth (25 percent) thought education courses were "very useful" and 53 percent thought they were "fairly useful" in training people how to teach or instruct students. (Table 16)

Two-thirds (66 percent) of Army who have inquired about alternative teacher certification think the ability to teach or instruct students is more the result of natural talent, 19 percent think it is more the result of college training, and 7 percent think it is due to both.

Table 16
Attitudes toward teacher preparation

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
<i>In your opinion, is the ability to teach or instruct students more the result of natural talent or more the result of college training about how to teach?</i>				
Natural talent	66	66	68	72
College training	19	17	19	11
Don't know	8	9	6	4
Both	7	8	6	13
<i>In your opinion, how useful are education courses in training people how to teach or instruct students?</i>				
Very Useful	25	19	35	18
Fairly Useful	53	54	51	50
Not too Useful	12	14	6	17
Not at all Useful	2	3	1	7
Don't Know	10	9	8	9

Developing Competence To Teach

"Courses in subjects to be taught" was cited most frequently by Army personnel surveyed as "very valuable" in developing competence to teach. It was followed by "one's own teaching experiences." "College of Education faculty" was considered least valuable. (Table 17)

In addition, Army personnel, generally, think education methods courses, mentor teachers, inservice activities, and other teachers/colleagues are all valuable in developing competence to teach. They are least enthusiastic about faculty in both education and subject area to be taught.

Table 17

How valuable do you think each of the following is in developing competence to teach?

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
Education methods courses				
Very Valuable	29	23	40	17
Somewhat Valuable	55	58	48	53
Not Very Valuable	9	10	5	20
Not Valuable at All	2	3	1	6
Don't Know	6	6	6	4
Courses in subjects to be taught				
Very Valuable	77	76	75	67
Somewhat Valuable	23	22	22	32
Not Very Valuable	1	0	1	1
Not Valuable at All	0	0	0	0
Don't Know	1	1	1	0
Mentor teachers				
Very Valuable	51	47	57	67
Somewhat Valuable	42	45	33	30
Not Very Valuable	4	3	5	2
Not Valuable at All	0	0	0	0
Don't Know	4	4	4	1
Inservice activities				
Very Valuable	25	20	32	36
Somewhat Valuable	51	51	52	40
Not Very Valuable	10	13	4	14
Not Valuable at All	1	1	1	6
Don't Know	14	15	10	3
Other teachers/colleagues				
Very Valuable	40	38	46	57
Somewhat Valuable	53	54	47	40
Not Very Valuable	4	4	4	1
Not Valuable at All	0	0	0	0
Don't Know	3	3	4	2
Studying on one's own				
Very Valuable	50	51	47	40
Somewhat Valuable	39	39	37	45
Not Very Valuable	9	7	14	13
Not Valuable at All	0	1	0	0
Don't Know	2	1	2	2
Own teaching experiences				
Very Valuable	64	66	59	91
Somewhat Valuable	34	31	38	7
Not Very Valuable	2	1	2	0
Not Valuable at All	0	0	0	0
Don't Know	1	1	1	2
College of Education faculty				
Very Valuable	12	7	22	12
Somewhat Valuable	49	53	42	56
Not Very Valuable	23	24	20	21
Not Valuable at All	5	5	2	8
Don't Know	12	11	14	3
Subject area faculty				
Very Valuable	25	22	32	31
Somewhat Valuable	55	55	50	54
Not Very Valuable	12	13	10	11
Not Valuable at All	3	4	1	4
Don't Know	7	7	7	0

Degrees Earned

At least 60 percent of active Army personnel have a bachelor's degree (68 percent officers and 47 percent enlisted). A fifth (19.6 percent) of Army personnel indicated they had a master's degree (26 percent officers and 8 percent enlisted). (Table 18)

At the bachelor's degree level, 16 percent of both officers and enlisted Army personnel said they had some type of business degree. Thirteen percent of officers and eight percent of enlisted reported they held a bachelor's degree in History and four percent each in Biology. Four percent of officers and one percent of enlisted had a bachelor's in Mathematics. Eight percent of officers and four percent of enlisted said they held a bachelor's degree in Political Science. Four percent of officers and eight percent of enlisted reported having a bachelor's in Psychology.

Twenty-four percent of enlisted personnel and 15 percent of officers reported they held a bachelor's degree in some "other" field, such as military science.

Of those Army who responded to questions concerning a master's degree, 28 percent were in Business; 7 percent were in Psychology; 5 percent each in Computer Science and Public Affairs; 4 percent each in Engineering, History, and Political Science; 14 percent in some field of education; and 19 percent on some "other" field.

Seventy-one percent of respondents at the master's degree level reported a grade point average of 3.5-4.0 and 27 percent reported a GPA of 3.0-3.5.

At the bachelor's degree level, 21 percent had a 3.5-4.0 grade point average, 35 percent were between 3.0 and 3.5, and 33 percent were between 2.5 and 3.0.

Table 18

Percentage of prospective teachers who have a bachelor's degree in these areas

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	365	235	97	301
	%	%	%	%
Architecture	0	0	1	0
Area & Ethics	0	0	0	0
Biology/Life sciences	4	4	4	3
Business	16	16	16	10
Communication	0	0	1	5
Chemistry	2	2	3	1
Computer Science	1	0	2	1
Economics	3	3	2	3
Engineering	6	7	2	2
Fine Arts	1	1	2	4
Foreign Language	2	3	1	5
Geology/Earth Science	1	1	2	1
Health Prof.	0	0	1	1
History	12	13	8	7
Home Economics	0	0	0	0
Law	0	0	0	0
English/Lit	3	3	4	10
Library Science	0	0	0	0
Mathematics	3	4	1	4
Military Science	2	3	0	0
Philosophy	1	1	2	1
Physical Science	1	0	2	1
Physics	1	1	1	1
Political Science	7	8	4	7
Psychology	5	4	8	7
Public Affairs	0	0	0	0
Sociology	5	4	3	6
Theology	0	0	0	1
Other Physical Science	0	0	0	0
Other Social Science	1	0	2	1
Other non-education	18	15	24	7
Education Areas				
Art Education	0	0	0	0
Bilingual Education	0	0	0	0
Foreign Lang. Educ.	1	1	0	0
Ed. Administration	0	0	0	0
Ed Psychology	0	0	0	0
Elementary Ed	0	0	1	3
English Ed	1	1	0	0
Foreign Language Ed	0	0	0	0
Industrial Arts	0	0	0	0
Math Ed	0	0	0	0
Music Ed	0	0	1	0
Physical Ed	2	2	2	1
Reading Ed	0	0	0	0
Science Ed	0	0	0	1
Secondary Ed	0	0	1	3
Social Studies	0	1	0	3
Special Ed	0	0	0	0
Education	2	2	1	2
Other Education	1	1	2	0

Pursuit of Alternative Teacher Certification Program

Slightly more than a fourth (27 percent) of those surveyed said they had sought and gotten descriptions of alternative teacher certification programs within the last five years. Of those who had obtained such information, three percent reported they had entered and completed such a program. An additional four percent had entered, but had not completed, such a program at the time the survey was conducted. Three percent said they had applied, but had not been accepted into, an alternative certification program. (Table 19)

Ninety-one percent of those who had sought information concerning alternative teacher certification did not apply to any such program. Nearly half (45 percent) of Army persons surveyed who had not applied to an alternate route program cited as the reason "am planning ahead for work after retirement." An additional 22 percent gave some "other" reason, usually having to do with planning ahead for service after the Army. Nineteen percent said, "information was inadequate to make a decision" and 20 percent said, "interested, but have not had time to apply."

Table 19**Status regarding pursuit of an alternative certification program**

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
<i>Have you sought and gotten descriptions of alternative teacher certification programs within the last five years?</i>				
Yes	26	27	28	45
No	74	73	72	55
<i>If yes, what did you do?</i>				
Entered, completed	2	3	1	5
Entered, not complete	3	4	2	7
Applied, not accepted	3	2	6	4
Did not meet entry requirements	33	50	20	29
Too many applicants	11	25	0	0
Not sure	11	0	20	43
Other	44	25	60	29
Did not apply	91	91	90	84
Am planning ahead for work after retirement	45	45	45	7
Information received was inadequate to make a decision	19	19	24	20
Interested, but have not had time to apply	17	20	11	23
Realized I did not meet entry requirements	13	6	28	11
Program(s) seemed too time-consuming	13	15	8	11
Was just curious	12	13	10	14
Program(s) seemed too complicated	8	9	7	7
Realized job prospects were slim	5	7	0	7
Program(s) seemed too expensive	5	6	4	12
Could not get a school committed to hiring me	2	2	1	4
Program(s) seemed to offer insufficient training to become a good teacher	1	1	1	1
Changed my mind/lost interest	1	1	1	9
Other	23	22	24	31

Traditional College-based Teacher Education Programs

Twenty-six percent of Army personnel surveyed said they had sought and gotten descriptions of traditional college-based teacher education programs within the last five years. (Table 20)

Of those who had pursued such information, three percent had entered and completed a program. An additional nine percent were enrolled in, but had not completed, a college-based teacher education program.

Nearly nine out of 10 (88 percent) of the survey respondents who said they had sought and gotten information about traditional college-based teacher education programs within the last five years reported they had not applied to any such program. The most frequently cited reasons for not applying were: "am planning ahead for work after retirement" (37 percent), "program too time-consuming" (20 percent), and "program too expensive" (18 percent).

More than a fourth (27 percent) cited "other" reasons for not applying to a teacher education program. Most of these reasons were related to planning ahead and looking at options for work after the Army.

Table 20

Status regarding traditional teacher education programs

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
<i>Have you sought and gotten descriptions of any traditional college-based teacher education programs within the last five years?</i>				
Yes	26	27	28	45
No	74	73	72	55
<i>If yes, what did you do?</i>				
Entered, completed	3	3	3	11
Entered, not complete	9	8	11	20
Applied, not accepted	0	0	0	8
Did not meet entry requirements	0	0	0	60
Too many applicants	0	0	0	60
Not sure	0	0	0	0
Other	0	0	0	0
Did not apply	88	89	86	61
Am planning ahead for work after retirement	37	40	34	1
Program(s) seemed too time-consuming	20	30	6	28
Program(s) seemed too expensive	18	28	3	32
Interested, but have not had time to apply	16	18	13	13
Was just curious	13	12	13	4
Realized I did not meet entry requirements	10	2	25	4
Program(s) seemed too complicated	9	9	9	11
Information received was inadequate to make a decision	4	7	0	8
Course descriptions did not appeal to me	2	4	0	7
Realized job prospects were slim	1	2	0	7
Changed my mind/lost interest	0	0	0	11
Other	27	21	40	30

Applied for a Teaching Position

Survey participants were asked if they had sought information about the availability of teaching positions within the last five years. Forty-one percent of Army respondents, compared with 59 percent of persons in careers other than education, said they had. (Table 21)

Survey participants were also asked if they had applied for a teaching position within the last five years. Only 10 percent of Army personnel reported they had applied for a teaching position within the last five years. This compares with 38 percent of those in other careers.

The most frequently given reason Army persons gave for not applying for a teaching position was "waiting until retirement from current position" (59 percent--63 percent officers and 57 percent enlisted). The second most frequently given reason was "decided to stay in current job" (21 percent--24 percent officers and 17 percent enlisted). Twenty percent of Army personnel surveyed gave "other" reasons, again, most having to do with downsizing of the Army and their uncertainty about it.

The most frequently given reason for not applying for a teaching position by those who are currently working in an occupation outside of education was "did not want to go back to college to take requisite courses to meet requirements for teaching credentials" (34 percent), followed by "could not find/get into an alternative teacher certification program" (27 percent).

Table 21

Have you applied for a teaching position?

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	300
	%	%	%	%
<i>Have you sought information about the availability of teaching positions within the last five years?</i>				
Yes	41	41	41	57
No	59	59	59	43
<i>Have you applied for a teaching position within the last five years?</i>				
Yes	9	12	5	37
No	91	88	95	63
<i>Reasons not applying</i>				
Base:	558	304	196	188
	%	%	%	%
Waiting until retirement from current position	59	63	57	6
Decided to stay in current job	21	24	17	23
Did not want to go back to college to take requisite courses to meet requirements for teaching credentials	12	13	7	34
Could not find/get into an alternative teacher certification program	8	8	8	27
Too much red tape	6	6	7	15
Personal reasons	6	7	5	10
Too much trouble to find out where the available jobs were	5	7	2	11
Too much trouble to find out what was required to become a teacher	5	3	5	12
No teaching vacancies in subject areas I wanted to teach	3	3	4	10
Lost interest	2	2	1	5
Other	20	13	29	32
<i>How many places did you apply to teach in the last five years?</i>				
Average No. of places applied	7	9	4	13

Expect To Be Doing Five Years from Now

One-third (33 percent) of Army personnel surveyed who have inquired about becoming teachers surveyed by NCEI expect to be teaching in grades K - 12 five years from now. Another 10 percent expect to be teaching postsecondary, and 10 percent expect to be in some other occupation in education. (Table 22)

Sixteen percent of Army respondents expect to be employed in an occupation outside education (17 percent of the officers and 11 percent of enlisted personnel).

Thirteen percent of Army respondents expect to be in the Army five years from now--10 percent of the officers and 16 percent of the enlisted.

Seven percent of the enlisted personnel expect to be attending college or university full-time five years from now.

Only one percent of Army personnel in the NCEI survey expect to be unemployed and seeking work.

Table 22

What do you expect to be doing five years from now?

Active Army Personnel				Current Employment	Teachers
	Active Army	Active Officers	Active Enlisted	Outside Education	1990
Base:	607	345	206	301	2380
	%	%	%	%	%
Teaching K-12	33	33	34	36	74
Employed in occupation outside education	16	17	11	35	7
In military service	13	10	16	0	0
Teaching postsecondary	10	11	7	9	n/a
Employed in some other occupation in education	10	10	8	8	10
Retired from job other than teaching	10	8	13	2	n/a
Attending college or university full-time	3	1	7	2	1
Unemployed and seeking work	1	2	0	1	*
Homemaking and/or child rearing full-time	0	0	0	1	1
Retired from teaching	0	0	0	1	8
Other	6	6	4	5	n/a

* denotes less than 0.5 percent

Satisfaction

Army personnel in the NCEI survey were more satisfied with every aspect of their lives than any other group surveyed in 1992. (Table 23)

Eighty-one percent of Army respondents (86 percent officers and 68 percent enlisted) circled "1" or "2" on a five-point scale from "Extremely satisfied" (1) to "Extremely dissatisfied" (5) for the item "your standard of living." This compares with 58 percent of persons occupied in another occupation outside education.

Seventy-one percent of Army personnel reported they were satisfied with "the job/work you do." This compares with 45 percent for those working in an occupation outside education.

Three-fourths (75 percent) of Army personnel in the survey said they were satisfied with their present housing (79 percent officers, 66 percent enlisted).

Eighty percent of officers surveyed, compared with 51 percent enlisted and 49 percent of those in other occupations outside education, reported they were satisfied with their household income.

Eighty-seven percent of the officers, 85 percent of the enlisted and 71 percent of persons in other careers said they were satisfied with their family life.

The area of greatest satisfaction of all those responding to the survey were "your health today"--95 percent, Army and 88 percent, other careers.

Seventy-two percent of officers, 74 percent of enlisted and 68 percent of individuals working in other careers reported satisfaction with "your free time--the time you are not working at your job."

Eighty-five percent of officers, 79 percent of enlisted and 65 percent of persons in other careers reported they were satisfied with "the way things are going in your personal life."

Table 23**Percentage satisfied with aspects of life**

Active Army Personnel				Current Employment
	Active Army	Active Officers	Active Enlisted	Outside Education
Base:	607	345	206	301
	%	%	%	%
Your health today	95	95	91	88
Your family life	86	87	85	71
The way things are going in your personal life	84	85	79	65
Your standard of living	81	86	68	58
Your present housing	75	79	66	68
Your free time - the time you are not working at your job	73	72	74	68
Your household income	71	80	51	49
The job/work you do	71	71	69	45

Highlights

- *Ninety-seven percent of Army personnel in the 1992 NCEI survey reported they were interested in being teachers.* Ninety-five percent said they were interested in teaching in public schools. Thirty-six percent reported they were willing to teach in inner cities, 67 percent in rural communities, 88 percent in small towns, and 84 percent in the suburbs. Nearly three-fourths (73 percent) of Army personnel surveyed were interested in teaching senior high; 65 percent, middle or junior high; and 28 percent, elementary/kindergarten. Nine percent indicated they would teach in any state.

- *One-third (33 percent) of Army personnel surveyed by NCEI who have inquired about becoming teachers expect to be teaching in grades K - 12 five years from now.* Another 10 percent expect to be teaching postsecondary, and 10 percent expect to be in some other occupation in education. Sixteen percent of Army respondents expect to be employed in an occupation outside education (17 percent of the officers and 11 percent of enlisted personnel). Thirteen percent of Army respondents expect to be in the Army five years from now. Seven percent of the enlisted personnel expect to be attending college or university full-time five years from now. Only one percent of Army personnel in the NCEI survey expect to be unemployed and seeking work.

- *Nine out of 10 (90 percent) of the surveyed Army personnel seeking to teach were male, compared with only 29 percent of the public school teaching force.* Eighty-nine percent of Army personnel are male.

- *The average age of Army personnel seeking to teach was 39.6 years.*

- *Nearly a fourth (23 percent) of active Army personnel surveyed who were seeking to teach were nonwhite,* compared with nine percent of current teachers and eight percent of current college teacher education students. Only 10 percent of newly hired public school teachers in the fall of 1987 were minority. Sixty-seven percent of the Army is white.

- *Army personnel are clearly planning ahead for what they might be doing when their Army service will end.* Nearly a third (32 percent) of Army personnel surveyed cited "want another job after retirement from current work" as a reason they think the number of persons interested in teaching is on the rise. This compares with only nine percent of individuals surveyed by NCEI in 1992 who are employed in another occupation outside education.

- *Eighty-five percent of Army personnel said they had inquired about alternative teacher certification because they "wanted to teach, had never obtained a license to teach before, and thought alternative teacher certification might be the best way to become certified to teach."*

- *"Value or significance of education in society" was cited by nearly seven out of ten (69 percent) of Army personnel as one of the three main reasons they are interested in being a teacher.* By contrast, only 32 percent of public school teachers in a 1990 survey gave that as a reason they entered teaching and only 38 percent as a reason they stayed.

- *Education reform proposals were favored by greater margins among Army personnel interested in teaching, compared to teachers surveyed in 1990. Proposals and responses included: involve parents more directly in the running of schools--87 percent, compared to 60 percent of teachers in 1990; lengthen the school year--61 percent, as against 26 percent of teachers in 1990.*

- *High percentages of Army personnel interested in teaching favored national standards (90 percent), a national curriculum (70 percent), and national standardized tests to measure academic achievement of students (79 percent).*

- *Ninety-seven percent of Army personnel interested in becoming teachers, compared with 74 percent of public school teachers surveyed in 1990, agreed that requiring students to perform at grade level before they are passed on to the next grade would improve America's educational system.*

- *Respondents said on average they would like to earn \$28,300 as a beginning teacher, but would accept \$24,400. The average beginning teacher salary was \$22,171 for 1991-92, according to the American Federation of Teachers. The average salary for Army personnel in the sample for 1991 was \$42,100.*

- *"A chance to use your mind and abilities" was checked as most important on the job by 85 percent of the Army personnel surveyed who are interested in teaching, compared with 65 percent of teachers in 1990 and 63 percent of teachers in 1986. "A good salary" was more important to teachers in 1986 (51 percent) and in 1990 (45 percent) than to those Army personnel surveyed in 1992 (28 percent).*

- *More Army personnel in the NCEI survey cited teaching students job skills and preparing students for college as main purposes of education than did public school teachers surveyed in 1990 and than did persons employed in another occupation outside education in 1992.*

- *Areas of the greatest projected demand for teachers in the coming years were certainly well represented in the subjects that Army personnel surveyed said they wanted to teach. For example, more than a third (36 percent) of the current Army teaching-job seekers want to teach geography, 26 percent want to teach mathematics, nine percent--special education, nine percent--biology, five percent--chemistry, 10 percent--physics, and 27 percent--general and other sciences. Ten percent of Army persons surveyed want to teach a foreign language. Six percent of Army persons want to teach bilingual education. Sixteen percent want to teach vocational education, and 23 percent want to teach business education. Sixteen percent want to teach computer science.*

- *Army personnel in the 1992 NCEI survey were more knowledgeable about licensing requirements for becoming a teacher than were people employed in other non-education occupations. However, Army personnel were least knowledgeable about how teachers are hired, who hires teachers, teacher education programs and how the school system is structured. Nearly four out of 10 (38 percent) Army persons surveyed said they knew "quite a lot" about licensing requirements for becoming a teacher. An additional 45 percent reported they knew "some" about this aspect of becoming a teacher. More than half (53 percent) of Army respondents, compared with 29 percent of people in other careers, knew very little or nothing about how teachers are hired.*

- *Sixty percent of active Army participants in the 1992 NCEI survey indicated they had a bachelor's degree (68 percent officers and 47 percent enlisted). A fifth (19.6 percent) indicated they had a master's degree (26 percent officers and eight percent enlisted). At the bachelor's degree level, 16 percent of both officers and enlisted Army personnel said they had some type of business degree. Thirteen percent of officers and eight percent of enlisted reported they held a bachelor's degree in History and four percent each in Biology. Four percent of officers and one percent of enlisted had a bachelor's in Mathematics. Eight percent of officers and four percent of enlisted said they held a bachelor's degree in Political Science. Four percent of officers and eight percent of enlisted reported having a bachelor's in Psychology. Twenty-four percent of enlisted personnel and 15 percent of officers reported they held a bachelor's degree in some "other" field, such as Army science.*

- *Ninety-one percent of those who had sought information concerning alternative teacher certification did not apply to any such program. Nearly half (45 percent) of Army persons surveyed who had not applied to an alternate route program cited as the reason "am planning ahead for work after retirement." An additional 22 percent gave some "other" reason, usually having to do with planning ahead for life after the Army. Nineteen percent said, "information was inadequate to make a decision" and 20 percent said, "interested, but have not had time to apply."*

- *Army personnel in the NCEI survey were more satisfied with every aspect of their lives than any other group surveyed by NCEI in 1992.*

Discussion

Considerable attention is being focused on the downsizing of the American military services in the wake of the end of the Cold War. Both the Administration and Congressional leaders have expressed interest in helping individuals in the military make a transition from military service to careers in education.

The findings from this survey of Army officers and enlisted personnel provide much-needed hard data about military persons interested in teaching. It not only describes this population demographically, but also in terms of their interest in educational occupations, their willingness to enter teaching through various certification routes, their attitudes about education and school reform measures, and their background characteristics.

An overall conclusion from the analysis of all the data is: these individuals are an enthusiastic and optimistic group of people. They are very satisfied with aspects of their lives in the military. However, they are actively planning for life after military service.

The Department of Army's New Careers in Education--Alternative Teacher Certification Program has done an outstanding job providing information about teacher certification through its 800-number services. The Army personnel surveyed by NCEI, drawn from a sample of individuals who had contacted the program, are actively pursuing information about how to become certified as teachers.

In addition, they are very optimistic that they will find jobs in education. (*One-third of Army personnel surveyed expect to be teaching K - 12 five years from now. Another 10 percent expect to be teaching postsecondary, and 10 percent expect to be employed in another occupation in education.*)

While this optimism is laudable, care must be taken not to raise expectations that cannot be met. Much has been made of a projected shortage of teachers in the United States, but hard data show that school districts across the nation are reporting that they are able to fill their vacancies with people they choose to hire.

Arguments could be made that, although there is no widespread shortage in numbers of teachers, there is still a *quality* shortage. However, the nearly 16,000 school districts in this country are responsible for teacher hiring, and they hire whom they want from where they want.

Any efforts to have military personnel someday teaching in America's schools must deal with this reality of teacher hiring practices. Providing information about teacher certification is an important first step, but it is not enough.

It is recommended that a national computerized clearinghouse for teaching and other jobs in education be established by the federal government. Such a clearinghouse would serve as a database of information about individuals looking for jobs in education and about school district job openings in education. The computerized clearinghouse would match job seekers with job openings and forward those "matches" to the prospective parties, who would then, in turn, contact each other.

The clearinghouse would function solely as a database-matching service and would not be involved in screening or hiring.

It is also recommended that the Department of Army establish model projects with 5 to 10 school districts around the nation that would commit to hiring an agreed-upon number of transitioning Army personnel as teachers and in other educational jobs in the district.

Every effort should be made to widely disseminate information about the quality, as well as the numbers, of military personnel who are--and will be--available for educational jobs in this nation. And every effort should also be made to ensure that military personnel have a realistic picture of the job market in education.

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APPENDIX A

ALTERNATIVE TEACHER CERTIFICATION SURVEY

Dear Survey Participant:

Alternative teacher certification has emerged as a high priority in the nation's struggle to improve education in America. Finding ways to bring talented adults into the teaching profession is seen as key to having a first-rate educational system.

You have recently expressed interest in alternative teacher certification. It is crucial to the nation's efforts to improve the quality of its teaching force to know who you are, what you are seeking, and what your experiences have been. Please take a few minutes to answer these questions.

This questionnaire may appear long to you, but as you will see, there are several places where you may skip some questions.

If you have any questions, please call the National Center for Education Information collect at (202)362-3444.

Your participation in this survey is terribly important. Please fill it out and return to us in the postage-paid envelope enclosed for your convenience. Please return it immediately.

Your responses will be anonymous and will be held in the strictest confidence.

THANK YOU FOR TAKING PART IN THIS IMPORTANT STUDY.



C. Emily Feistritzer
President

NATIONAL CENTER FOR EDUCATION INFORMATION 4401A CONNECTICUT AVE., N.W., #212, WASHINGTON, D.C. 20008

1. At the time you first inquired about alternative teacher certification, what was your reason?

- ☐ Wanted to teach, had never obtained a license to teach before, and thought alternative teacher certification might be the best way to become certified to teach.
- ☐ Had no real interest in becoming a teacher, but had read or heard about alternative teacher certification and wanted to know more about it.
- ☐ Was already teaching and wanted to teach a different subject, needed to become licensed in that subject area and thought alternative certification might be the best way.
- ☐ Was already teaching and wanted to teach in another state, needed to obtain a license in that state and thought alternative certification might be the best way to do so.
- ☐ Was already teaching in a private school and wanted to teach in a public school, needed to obtain a state teaching license and thought alternative certification might be the best way to do so.
- ☐ Got licensed to teach some years ago, needed to upgrade my credentials and thought alternative certification might be the best way to do so.
- ☐ Other (Please specify)

2. What are you currently doing?

- ☐ Teaching K-12
- ☐ Teaching postsecondary
- ☐ Employed in some other occupation in education
- ☐ Employed in an occupation outside of education
- ☐ In military service
- ☐ Homemaking and/or child rearing full-time
- ☐ Attending a college or university full-time
- ☐ Unemployed and seeking work
- ☐ Retired from job other than teaching
- ☐ Retired from teaching
- ☐ Other (Please specify)

3. Why do you think the number of people interested in becoming teachers is on the rise?

- ☐ Being laid off current job
- ☐ Dissatisfied with current job
- ☐ Want a career change
- ☐ Believe there are job openings for teachers
- ☐ Want to improve American education
- ☐ Want to have a job that enables one to be home when own children are home
- ☐ Job security
- ☐ Long summer vacations
- ☐ Want another job after retirement from current work
- ☐ Other (Please specify)

4. Would you say that the quality of people coming into teaching today is better than five years ago, worse, or about the same?

- ☐ Better ☐ Worse ☐ About the same ☐ Don't know

5. In your opinion, is the ability to teach or instruct students more the result of natural talent or more the result of college training about how to teach?

- ☐ Natural talent ☐ College training ☐ Don't know

6. In your opinion, how useful are education courses in training people how to teach or instruct students?

	Very Useful	Fairly Useful	Not too Useful	Not at all Useful	Don't Know
Education courses	1	2	3	4	5

7. Do you favor or oppose extra pay for teachers in each of the following situations?

	Favor	Oppose	Don't Know
For teaching particularly effectively	1	2	3
For teaching the "core" subjects			
-- English, math, science, history and geography	1	2	3
For teaching in dangerous environments	1	2	3
For serving as mentors for new teachers	1	2	3

8. Several proposals are currently being advanced to improve America's educational system. Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree that each of the following would improve our educational system.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Let each individual school decide how the school will operate	1	2	3	4	5
Give teachers greater authority in the running of schools	1	2	3	4	5
Involve parents more directly in the running of schools	1	2	3	4	5
Increase financial resources	1	2	3	4	5
Use a national curriculum	1	2	3	4	5
Establish national standards for student achievement	1	2	3	4	5
Use standardized national tests to measure academic achievement of students	1	2	3	4	5
Lengthen the school year	1	2	3	4	5
Lengthen the school day	1	2	3	4	5
Recruit adults into teaching who have experience in careers other than education	1	2	3	4	5
Recruit adults with experience as managers/administrators in careers other than education into positions as superintendents and principals	1	2	3	4	5
Require that students perform at grade level before they are passed on to the next grade . . .	1	2	3	4	5
Allow greater flexibility at the school-building level in determining what and how students are taught. .	1	2	3	4	5
Allow parents to send their children to the school of their choice.	1	2	3	4	5
Reward outstanding teachers whose students learn more	1	2	3	4	5
Swiftly get rid of mediocre and incompetent teachers	1	2	3	4	5
Reduce class size	1	2	3	4	5
Close schools at which student achievement drops below a certain level	1	2	3	4	5

9. What do you think are the biggest problems with which the public schools must deal?
-

10. Indicate the degree to which you agree or disagree with the following statements about student learning.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Schools should adjust to the needs, interests and learning styles of individual students, rather than expecting students to meet the norms of the school	1	2	3	4	5
Individual students are the best judges of what they need to learn and when they are ready to learn it	1	2	3	4	5
Standards of academic achievement should be flexible enough that every child can feel successful	1	2	3	4	5
Socioeconomic background does not prevent students from performing at the highest levels of achievement	1	2	3	4	5
Even the best teachers will find it difficult to really teach more than two-thirds of their students	1	2	3	4	5
Students of a given race/ethnic group are best taught by teachers of the same race/ethnic group .	1	2	3	4	5

11. How valuable do you think each of the following is in developing competence to teach.

	Very Valuable	Somewhat Valuable	Not Very Valuable	Not Valuable At All	Don't Know
Education methods courses	1	2	3	4	5
Courses in the subjects to be taught	1	2	3	4	5
Mentor teachers for beginning teachers	1	2	3	4	5
Inservice activities	1	2	3	4	5
Other teachers/colleagues	1	2	3	4	5
Studying on one's own	1	2	3	4	5
One's own teaching experiences	1	2	3	4	5
The college of education faculty	1	2	3	4	5
The faculty in one's subject area major	1	2	3	4	5

12. In your opinion, what are the main purposes of education today? CHECK 2 OR 3

☐ To teach students job skills
☐ To prepare students for college
☐ To teach students reasoning and analytical skills
☐ To help students develop sound character
☐ To instill sound morals and ethical principles in America's youth
☐ To help students stay out of trouble with the law
☐ Other (Please specify) _____

13. If you had to choose, which of these are most important to you on the job? (CHECK TWO OR THREE)

☐ A chance to use your mind and abilities
☐ A clean, quiet, comfortable place to work
☐ Being able to retire early with a good pension
☐ Job security
☐ A good salary
☐ Appreciation for a job well done
☐ Medical and other benefits
☐ Chance to work with young people -- see young people develop

14. How satisfied or dissatisfied are you with each of the aspects of your life listed below?

	Extremely Satisfied				Extremely Dissatisfied
Your present housing	1	2	3	4	5
Your standard of living	1	2	3	4	5
Your household income	1	2	3	4	5
Your family life	1	2	3	4	5
Your health	1	2	3	4	5
Your job/the work you do	1	2	3	4	5
Your free time -- the time when you are not working at your job	1	2	3	4	5
The way things are going in your personal life . . .	1	2	3	4	5

15. How much do you know about the following aspects of becoming a teacher?

	Quite a lot	Some	Very little	Nothing	Not Sure
Licensing requirements	1	2	3	4	5
How teachers are hired	1	2	3	4	5
Who hires teachers	1	2	3	4	5
Teacher education programs	1	2	3	4	5
How the school system is structured	1	2	3	4	5

16. Your age now in years: _____

17. Your sex: _____ Male _____ Female

18. How would you describe your race/ethnic background?

☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black (not of Hispanic origin)
☐ White (not of Hispanic origin)
☐ Hispanic

19. Your marital status:

☐ Married ☐ Divorced/Separated ☐ Widowed ☐ Single/Never married

20. What type of community do you live in?

_____ Inner City _____ Small Town, Non-Rural _____ Suburban _____ Rural

21. What state do you live in? _____

22. Please fill out the following table regarding your academic background.

	Major	Minors	Year Awarded	Grade Point Average
Bachelor's	_____	_____	_____	_____
Master's	_____	_____	_____	_____
Doctorate or other professional degree	_____	_____	_____	_____
Other (Please specify)	_____	_____	_____	_____

23. Are you currently interested in being a teacher?

_____ Yes, am not currently teaching (CONTINUE WITH QUESTION 24)
_____ Yes, am currently teaching (CONTINUE WITH QUESTION 24) _____
_____ No (SKIP TO QUESTION 33)

24. What are the THREE main reasons you have interest in being a teacher?

_____ Value or significance of education in society
_____ Desire to work with young people
_____ Interest in subject-matter field
_____ Influence of a teacher in elementary or secondary school
_____ Influence of a teacher or adviser in college
_____ Spend more time with my family
_____ Financial rewards
_____ Long summer vacation
_____ Job security
_____ Employment mobility
_____ Preparation program in college appealed to me
_____ Want a suitable job until marriage
_____ Want a change from other work
_____ Need a second income in the family
_____ Need for income after termination of my marriage
_____ Never really considered anything else
_____ Opportunity for a lifetime of self growth
_____ One of the few professions open to me
_____ Sense of freedom in my own classroom
_____ Too much invested to leave now
_____ Other (Please specify)

25. What grade levels are you interested in teaching? CHECK ALL THAT APPLY

_____ Elementary/kindergarten _____ Middle/Junior High _____ Senior High _____ Postsecondary

26. What type(s) of schools are you interested in teaching in? CHECK ALL THAT APPLY

☐ Public ☐ Private/Catholic ☐ Private/Other religious ☐ Private, Non-sectarian

27. What type(s) of communities are you willing to teach in? CHECK ALL THAT APPLY

☐ Inner City ☐ Small Town, Non-Rural ☐ Suburban ☐ Rural

28. What states would you like to teach in? CHECK ALL THAT APPLY

<input type="checkbox"/> ANY OF THEM	<input type="checkbox"/> Idaho	<input type="checkbox"/> Missouri	<input type="checkbox"/> Pennsylvania
<input type="checkbox"/> Alabama	<input type="checkbox"/> Illinois	<input type="checkbox"/> Montana	<input type="checkbox"/> Rhode Island
<input type="checkbox"/> Alaska	<input type="checkbox"/> Indiana	<input type="checkbox"/> Nebraska	<input type="checkbox"/> South Carolina
<input type="checkbox"/> Arizona	<input type="checkbox"/> Iowa	<input type="checkbox"/> Nevada	<input type="checkbox"/> South Dakota
<input type="checkbox"/> Arkansas	<input type="checkbox"/> Kansas	<input type="checkbox"/> New Hampshire	<input type="checkbox"/> Tennessee
<input type="checkbox"/> California	<input type="checkbox"/> Kentucky	<input type="checkbox"/> New Jersey	<input type="checkbox"/> Texas
<input type="checkbox"/> Colorado	<input type="checkbox"/> Louisiana	<input type="checkbox"/> New Mexico	<input type="checkbox"/> Utah
<input type="checkbox"/> Connecticut	<input type="checkbox"/> Maine	<input type="checkbox"/> New York	<input type="checkbox"/> Vermont
<input type="checkbox"/> Delaware	<input type="checkbox"/> Maryland	<input type="checkbox"/> North Carolina	<input type="checkbox"/> Virginia
<input type="checkbox"/> District of Columbia	<input type="checkbox"/> Massachusetts	<input type="checkbox"/> North Dakota	<input type="checkbox"/> Washington
<input type="checkbox"/> Florida	<input type="checkbox"/> Michigan	<input type="checkbox"/> Ohio	<input type="checkbox"/> West Virginia
<input type="checkbox"/> Georgia	<input type="checkbox"/> Minnesota	<input type="checkbox"/> Oklahoma	<input type="checkbox"/> Wisconsin
<input type="checkbox"/> Hawaii	<input type="checkbox"/> Mississippi	<input type="checkbox"/> Oregon	<input type="checkbox"/> Wyoming

29. What salary would you like earn as a beginning teacher? _____

30. What is the minimum salary you will accept as a beginning teacher? _____

31. What subject(s) do you want to teach?

<input type="checkbox"/> Early childhood	<input type="checkbox"/> Literature
<input type="checkbox"/> General elementary	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Art/Music	<input type="checkbox"/> Reading
<input type="checkbox"/> Bilingual education	<input type="checkbox"/> Religion/philosophy
<input type="checkbox"/> Business education	<input type="checkbox"/> Social studies/social science
<input type="checkbox"/> Computer science	<input type="checkbox"/> Biology
<input type="checkbox"/> English/language arts	<input type="checkbox"/> Chemistry
<input type="checkbox"/> English as a second language	<input type="checkbox"/> Physics
<input type="checkbox"/> Foreign language	<input type="checkbox"/> General and other sciences
<input type="checkbox"/> Geography	<input type="checkbox"/> Special Education
<input type="checkbox"/> Health/physical education	<input type="checkbox"/> Vocational Education
<input type="checkbox"/> History	<input type="checkbox"/> Other (Please specify)
<input type="checkbox"/> Home economics	

32. How many college semester credit hours do you have in the subject(s) you want to teach?

Subject(s) you wish to teach	Undergraduate	Graduate
_____	_____	_____
_____	_____	_____

33. Have you sought and gotten descriptions of alternative teacher certification programs within the last five years?
_____ Yes (CONTINUE WITH QUESTION 34) _____ No (SKIP TO QUESTION 35)

34. If yes, what did you do?

☐ Applied to enter and completed a program. SKIP TO QUESTION 37

☐ Applied, entered, but did not complete a program.

☐ Applied, but was not accepted into a program. CHECK REASONS BELOW

☐ Did not meet entry requirements

☐ Program had too many applicants

☐ Not sure why I was not accepted into the program

☐ Other (Please specify)

☐ Did not apply to any alternative teacher certification program. CHECK REASONS BELOW

☐ Information received was inadequate to make a decision

☐ Interested, but have not had time to apply

☐ Realized I did not meet entry requirements

☐ Could not get a school committed to hiring me

☐ Program(s) seemed too complicated

☐ Program(s) seemed too time-consuming

☐ Program(s) seemed too expensive

☐ Program(s) seemed to offer insufficient training to become a good teacher

☐ Changed my mind/lost interest

☐ Realized job prospects were slim

☐ Am planning ahead for work after retirement

☐ Was just curious

☐ Other (Please specify)

35. Have you sought and gotten descriptions of any traditional college-based teacher education programs within the last five years?

☐ Yes (CONTINUE WITH QUESTION 36) ☐ No (SKIP TO QUESTION 38)

36. If yes, what did you do?

☐ Applied to enter and completed a program. CONTINUE WITH QUESTION 37

☐ Applied, entered, but did not complete a program.

☐ Applied, but was not accepted into a program. CHECK REASONS BELOW

☐ Did not meet entry requirements

☐ Program had too many applicants

☐ Not sure why I was not accepted into the program

☐ Other (Please specify)

☐ Did not apply to any traditional college teacher education program. CHECK REASONS BELOW

☐ Information received was inadequate to make a decision

☐ Interested, but have not had time to apply

☐ Realized I did not meet entry requirements

☐ Program(s) seemed too complicated

☐ Program(s) seemed too time-consuming

☐ Program(s) seemed too expensive

☐ Course descriptions did not interest me

☐ Changed my mind/lost interest

☐ Realized job prospects were slim

☐ Am planning ahead for work after retirement

☐ Was just curious

☐ Other (Please specify)

37. Please grade the following aspects of your teacher preparation program.

Mentor teacher(s)	A	B	C	D	F	Did Not Have
College Education Courses	A	B	C	D	F	Did Not Have
School-based courses/seminars	A	B	C	D	F	Did Not Have
Summer institute before teaching	A	B	C	D	F	Did Not Have
Summer institute after teaching	A	B	C	D	F	Did Not Have
College of Education faculty	A	B	C	D	F	Did Not Have
Faculty in subject area	A	B	C	D	F	Did Not Have

38. Which of the following represents your status regarding a teacher preparation program leading to an initial license to teach? (CHECK ONLY ONE)

- ☐ I am not currently -- nor have I ever been -- in any teacher preparation program leading to an initial full or standard teaching certificate.
- ☐ I have completed a regular college-based teacher preparation program and have completed all the requirements for a full or standard certificate to teach.
- ☐ I have completed what the state calls an "alternative certification program" for certifying teachers who already have a bachelor's degree in a field other than education and I have received full certification to teach.
- ☐ I am currently participating in a regular college-based teacher education program leading to a full or standard state certificate to teach.
- ☐ I am currently participating in what the state calls an "alternative certification program" for certifying teachers who already have a bachelor's degree in a field other than education.
- ☐ Other (please specify)

39. Have you sought information about the availability of teaching positions within the last five years?

☐ Yes ☐ No

40. Have you applied for a teaching position within the last five years?

☐ Yes (SKIP TO QUESTION 42) ☐ No (CONTINUE WITH QUESTION 41)

41. What were your reasons for not applying for a teaching position in the last five years? CHECK ALL THAT APPLY.

- ☐ Lost interest
- ☐ Too much red tape
- ☐ Decided to stay in current job
- ☐ There were no teaching vacancies in subject areas I wanted to teach
- ☐ Too much trouble to find out where the available jobs were
- ☐ Too much trouble to find out what was required to become a teacher
- ☐ Did not want to go back to college to take requisite courses to meet requirements for teaching credentials
- ☐ Could not find/get into an alternative teacher certification program
- ☐ Waiting until retirement from current position
- ☐ Personal reasons
- ☐ Other (Please specify)

SKIP TO QUESTION 45.

42. How many places did you apply to teach in within the last five years? _____

43. Have you been hired to teach within the last five years?
_____ Yes (SKIP TO QUESTION 45) _____ No (CONTINUE WITH QUESTION 44)

44. Why do you think you were not hired to teach?

45. What is your current status regarding teaching in grades K-12?

_____ I am currently teaching. (CONTINUE WITH QUESTION 46)
_____ I am not currently teaching, but have taught before. (CONTINUE WITH QUESTION 46)
_____ I have never taught before. (SKIP TO QUESTION 54)

46. At what age did you begin your first teaching job? _____

47. In what calendar year did you begin your first teaching job? _____

48. How many years of teaching experience have you completed, including the current year? _____

49. Has there been a break of one year or more in your teaching service? If so, how many such breaks? (Disregard breaks of less than one full school year.)

Number of breaks _____ No breaks _____

50. What calendar year did you begin teaching since your last break? _____

IF YOU ARE NOT CURRENTLY TEACHING, SKIP TO QUESTION 53. IF YOU ARE CURRENTLY TEACHING, CONTINUE WITH QUESTION 51.

51. What full-time-equivalent salary do you receive for your teaching job in 1991-92? _____

52. Do you plan to return to teaching in fall 1992? _____ Yes (SKIP TO QUESTION 54)
_____ No (CONTINUE WITH QUESTION 53)

53. If you have been employed as a teacher and are no longer teaching, or don't expect to be returning to teaching next year, what are the reasons you left teaching or don't expect to return?

54. Have you ever been employed in any of the following occupations? If so, please INDICATE THE CALENDAR YEARS YOU WERE SO EMPLOYED, AND CHECK WHETHER THAT EMPLOYMENT WAS FULL-TIME OR PART-TIME.

Occupation	Calendar Years employed	Full-time	Part-time
Accountant	_____	_____	_____
Architect	_____	_____	_____
Business	_____	_____	_____
Clerical	_____	_____	_____
Corporate executive	_____	_____	_____
Counselor	_____	_____	_____
Dentist	_____	_____	_____
Doctor, medical	_____	_____	_____
Economist	_____	_____	_____
Engineer	_____	_____	_____
Factory worker	_____	_____	_____
Farmer, agriculture	_____	_____	_____
Government	_____	_____	_____
Homemaker	_____	_____	_____
Journalist	_____	_____	_____
Law enforcement	_____	_____	_____
Lawyer	_____	_____	_____
Librarian	_____	_____	_____
Marketing and sales	_____	_____	_____
Mathematician	_____	_____	_____
Military	_____	_____	_____
Nurse	_____	_____	_____
Professor	_____	_____	_____
Psychologist or psychiatrist	_____	_____	_____
Scientist	_____	_____	_____
Social worker	_____	_____	_____
Teacher	_____	_____	_____
Technician	_____	_____	_____
Other (Please specify)	_____	_____	_____

55. How much did you earn from your primary job in calendar year 1991? _____

56. If you had a choice, which of the following teacher unions would you join?
 _____ National Education Association _____ American Federation of Teachers _____ Neither

57. We'd like to get your reaction to some statements that are sometimes made about unions. Indicate the degree to which you agree or disagree with each of the following:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree	Not Sure
Unions improve the wages and working conditions of workers	1	2	3	4	5
Unions stifle individual initiative	1	2	3	4	5
Unions increase the risk that companies will go out of business	1	2	3	4	5
Unions protect the rights of workers	1	2	3	4	5

58. What do you expect to be doing five years from now?

- ☐ Teaching K-12
- ☐ Teaching postsecondary
- ☐ Employed in some other occupation in education
- ☐ Employed in an occupation outside of education
- ☐ In military service
- ☐ Homemaking and/or child rearing full-time
- ☐ Attending a college or university full-time
- ☐ Unemployed and seeking work
- ☐ Retired from job other than teaching
- ☐ Retired from teaching
- ☐ Other (Please specify)

59. Below is a list of some of the most widely read magazines. Please check off any that you happen to read fairly often, that is at least 2 issues out of 4. CHECK ALL THAT APPLY

- | | | |
|--|--|---|
| <input type="checkbox"/> Atlantic Monthly | <input type="checkbox"/> Lear's | <input type="checkbox"/> Psychology Today |
| <input type="checkbox"/> Business Week | <input type="checkbox"/> Learning | <input type="checkbox"/> Reader's Digest |
| <input type="checkbox"/> Car and Driver | <input type="checkbox"/> Life | <input type="checkbox"/> Redbook |
| <input type="checkbox"/> Consumer Reports | <input type="checkbox"/> McCall's | <input type="checkbox"/> Road and Track |
| <input type="checkbox"/> Cosmopolitan | <input type="checkbox"/> Money | <input type="checkbox"/> Rolling Stone |
| <input type="checkbox"/> Dun's Review | <input type="checkbox"/> Ms. | <input type="checkbox"/> Science |
| <input type="checkbox"/> Ebony | <input type="checkbox"/> National Enquirer | <input type="checkbox"/> Scientific American |
| <input type="checkbox"/> Elle | <input type="checkbox"/> National Geographic | <input type="checkbox"/> Smithsonian |
| <input type="checkbox"/> Family Circle | <input type="checkbox"/> National Review | <input type="checkbox"/> Sports Illustrated |
| <input type="checkbox"/> Forbes | <input type="checkbox"/> The New Republic | <input type="checkbox"/> Star |
| <input type="checkbox"/> Fortune | <input type="checkbox"/> New Yorker | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Gentlemen's Quarterly | <input type="checkbox"/> Newsweek | <input type="checkbox"/> Time |
| <input type="checkbox"/> Globe | <input type="checkbox"/> Penthouse | <input type="checkbox"/> TV Guide |
| <input type="checkbox"/> Good Housekeeping | <input type="checkbox"/> People | <input type="checkbox"/> U.S. News and World Report |
| <input type="checkbox"/> Harper's | <input type="checkbox"/> Playboy | <input type="checkbox"/> Vanity Fair |
| <input type="checkbox"/> Instructor | <input type="checkbox"/> Popular Mechanics | <input type="checkbox"/> Vogue |
| <input type="checkbox"/> Jet | <input type="checkbox"/> Popular Science | <input type="checkbox"/> Woman's Day |
| | | <input type="checkbox"/> Other(s) |

THANK YOU VERY MUCH FOR TAKING THE TIME TO RESPOND TO THIS QUESTIONNAIRE

Please place the completed questionnaire in the enclosed postage-paid envelope, seal it and mail to:

**NATIONAL CENTER FOR EDUCATION INFORMATION
4401A CONNECTICUT AVE., NW #212
WASHINGTON, D.C. 20008**